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Easter Convention, 1958

The Chairman of the Programme Committee, Madeline Lake, has been working now for several months on plans and arrangements for next Easter's Convention. It promises to be a noteworthy event.

The Programme, which will certainly be an excellent one, is provisionally as follows:

Tuesday, April 8

The Convention will be opened at 9.15 A.M. with the President's remarks and the business meeting. At 10.00 A.M. Inspector DAVID STEINHAUER will tell us about his observations and impressions of modern language teaching as he has found it during the year in his visits to various parts of Ontario. Following Inspector Steinhauer's talk there will be a discussion period devoted to teaching problems in modern languages. Come and Contribute to the discussion!

At 11.00 A.M. the OMLTA will have the good fortune to hear DR. HENRI PEYRE, a most distinguished son of France, now Professor of French at Yale University and in great demand everywhere as lecturer and public speaker. Henri Peyre is not only one of the many top men in the field of French literature today, but is also a specialist in comparative literature and is widely versed in the humanities in general. Moreover, with a presence that has been described as "stimulating and mercurial" he is an exceptionally dynamic and impressive speaker.

The Tuesday session will conclude on a convivial note with our annual OMLTA luncheon.

Wednesday, April 9

The German and Spanish Sub-Section will meet at 9.15 A.M. The Spanish Sub-Section will have as guest speaker DONA OLGA FERRER of the University of Buffalo, recently returned from a research period abroad.

At 10.45 A.M. the OMLTA general session will reconvene, at which time we shall have the privilege of hearing two speakers of the University College Conference on French Canada.

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THE CANADIAN

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WINTER, 1958

Number 2

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THE GRADE XIII EXAMINATIONS.

In reading the comments on the Grade 13 French and German Examinations, we note that the translation questions make up 78% and 69% respectively of the Composition papers. We deplore this increasing emphasis on translation. We do so, not because we deny that translation is a good exercise. We merely feel that such emphasis on the Grade 13 examinations is encouraging teachers, even in the lower grades, where other aspects of the language should be emphasized, to do too much translation.

FRENCH BROADCASTS

Because of time table factors, not too many schools are able to listen to the very useful French broadcasts given by the Department of Education. It has been suggested that, if they were reproduced on records and sold, many schools could build up their files (just as they do with dictation records) and use them again and again.

" PUTTING GLAMOUR INTO GRAMMAR"

On October 7, the Moderns teachers of Metropolitan Toronto were privileged to hear a stimulating address by Prof. Manuel Gelman, School of Education, Melbourne, Australia, on "Putting Glamour into Grammar." The speaker was introduced by Dr. A. C. Lewis, Dean of the Ontario College of Education and thanked by Dr. F. C. A. Jeanneret, Principal of University College. Following the address, Prof. and Mrs. Gelman entertained the audience with an amusing skit entitled "Why Learn Foreign Languages", (see p. 19). We hope to publish Prof. Gelman's address in a later issue of the "Review".



Modern Language Texts

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IMPRESSIONS OF FRANCE: HER SCHOOLS AND THE TEACHING OF MODERN LANGUAGES

The following article is the text of an address delivered by Mr. A. C. Ritter, Director of Education for Kingston, Ontario, to the 1957 Fall Conference of Moderns teachers which was held at Queen's University on October 19th. Mr. Ritter was in charge of the educational Programme for the children of the Canadian soldiers who occupied the Rhineland after the Second World War.

Canada's contribution to NATO forces in Europe consists of one Army brigade, stationed in Westphalia, and one RCAF Air Division, located in the French Province of Lorraine and the adjoining West German state of Baden-Würtemberg. Many of the Canadian servicemen in Europe are married and have sizeable families which they have taken with them. The 4500 children of school-age are taught by Canadian teachers in schools accommodating pupils from the Kindergarten to Grade 13 and built near the military camps.

The Headquarters of No. 1 RCAF Air Division is at Metz, a very old city, depressing but interesting. An outpost against the Germanic tribes in Roman times, the anchor of the Maginot live in modern times, Metz has always been fortified. It is a city of tensions whose people speak both French and German, and whose oldest citizens have had to change their national allegiance four times since birth.

Like Metz, the country at large gives the impression of age and timelessness. The "fields of France" are lovely indeed, and enchanting—with their rolling, lush green meadows, their well-kept woodlots and forests, their beautiful tree-lined roads, their canals with slow barges ready to take you quite by surprise at many a turn in the road, their unhygienic but picturesque farm villages, their sleek, fat horses, hitched tandem-wise, and their steady, patient, hard-working farm folk. The slowness and gentleness of things impresses you. The rains come softly, the rivers are gentle and steady, but not large, the seasons are born slowly and quietly, and age yields unto age gently, imperceptibly and gracefully. Here age has honour and youth is not everything.

But France has much variety too. The rolling chalk plains in the north contrast sharply with the precipitous Jura mountains and the gentler Vosges in the east. The rugged coasts of Britanny are so different from the forested areas of the Ardennes or the red cliffs at Cannes. The aqueducts and coliseums in southern towns, ancient landmarks of Roman times, are things unto themselves, as are the castles of the Loire and the multitudinous military cemeteries in the north. How different are the small farms of Normandy with their hedge rows, from the farm villages of Alsace with their cows in the yoke or from the large unfenced farms of Champaigne with their machinery as modern as any in Canada.

The cities and towns, quaint and quiet, reflect mellow, contented old age. Here and there a new building has been joined to the crumbling walls of its neighbours — "a pleasing intermingling of youth and age" say the French. How different from the spanking new blocks of modern buildings in many German cities! The bombing and razing of old towns, tragic and uncivilized as they may be, do work some blessings. Each sizeable town has its cathedral and its monuments to war—reminiscent of the "Glory that was France" and the symbol of the Frenchman's "backward look". But the most delightful feature of the French towns is the "places"—the open squares with rows of planes or chestnuts, and flower beds and benches where the Frenchman sits in the sun and chats and watches the world move by. And when he tires of sitting in the "place", he can readily move to one of the many sidewalk cafés for wine and another look at the world.

The people of this Socialistic country with its generous family allowances and Social Security, with its millions of civil servants and its tendency to bureaucracy, are independent, indecisive, kindly and happy. Little do they care for washing machines, refrigerators or other gadgets. In their shuttered, poorly heated and badly lighted homes, the families gather for the lengthy evening meal served at eight o'clock, complete with wine and much discussion, and with never a thought of evening meetings which bedevil the lives of North Americans. Strongly individualistic, liberty-loving and thrifty, they are very proud of French Literature and Art, consider North Americans quite uncultured and have no desire to visit other countries. Emigration holds no interest for them. "Why should one want to leave a civilized country which has everything?" says the Frenchman. "Why indeed!" you say. "Culture France may have, but why does a country as it becomes cultured, always go into decline?"

Now let us consider for a moment that other group of society which is hardly human-I mean the teenagers. In France teenagers are not in the public eye-they are given no special place in the press, on the radio, on the television programmes. There is no fuss, no talk about them. No one believes that the teenager has problems and difficulties which are more serious than those besetting other age groups, or that he requires special understanding. He is not treated like an adult one minute and like a person who cannot take responsibility for his actions the next. He is an ordinary citizen who expects no special consideration and who gets none. He does not seem to feel the need of jeans, white shoes, cigars at rugby games and motor cars to bolster his ego. There is less urge on the part of the young male to flex his muscles and flap his wings, than is the case in North America. A young lady of seventeen knows little of parties. formal frocks and corsages. There is no effort to live all-well. almost all-of the experiences which life has to offer by the time you reach age 18 or 19. Certainly by comparison, we in Canada indulge our teenagers altogether too much.

In North America there is a much larger incidence of juvenile delinquency than in France. Why is this so? What responsibility has the school for this? Or the home? Is our discipline too mild? Is it our soft life? Do soft magistrate rulings share the blame? Is co-education partly responsible? Is it proper to require the uninterested and inept to go to school to age 16? Is it our fussing over and over-indulgence of teenagers? Is it because, in too many cases, there is little home life and no closely knit family group? Whatever the cause, or combination of causes, of the excessive amount of juvenile delinquency on this continent, it is high time that we discovered what they are and took corrective action.

The French are very proud of their school system, the emphasis it places on classical studies, on hard work, on rigid standards. It is a highly centralized organization under the control of the Ministry of National Education. The Minister of Education appoints all administrators, professors and teachers (except teachers of Primary Schools), sets the curriculum, issues regulations, controls the training and certification of teachers and provides for the major part of the cost of operating the school. The administration of education is controlled in each of 17 provinces or "académies" by a representative of the Minister called a "Recteur" who is head or vice-chancellor of the University and also head of primary, secondary and technical

education. He is assisted by "inspecteurs d'académie". The compulsory school age is from 6 to 14, but Nursery Schools (Ecoles Maternelles) are attended by about half the children from age 3 or even 2 to 6. At age 11 + (from 9½ to 13, according to ability) about 15% of the children are admitted to the Secondary School (lycéé), on passing a set of stiff examinations. Another 15% enter Technical Schools (écoles professionelles). The remainder stay in the "Ecole Elémentaires" until age 14, or in some cases until 16, to receive a secondary (moderne) education. The Technical schools give a four and a six-year course. The "lycée", a state institution and the "collège", a municipal institution aided by the state, provide a secondary course of six years, ending with a "baccalauréat" degree, or after a 7th year, a higher "baccalauréat". About 30% of the graduates go on to university for courses of from 3 to 7 years. Private schools educate about 15% of the children on the elementary level and 10% on the secondary level.

The four sections of French education have had a tendency to organize themselves as separate systems, with contributions and overlappings involved in the process. Thus primary education, apart from nursery schools and elementary schools that constitute its normal pursuits, has developed senior elementary schools which give secondary modern education, and normal schools which in other countries belong to higher education. Many secondary schools include primary classes and even kindergartens; on the other hand, some of them have higher forms, beyond "matriculation", in which students are trained for the great government schools and prepare for university degrees. By way of retaliation, universities have developed a preparatory course to higher studies—somewhat akin to junior colleges— which should,

by rights, be part of secondary education. It is true to say that the very best students do not attend the universities but the great government schools (the most famous of which are the "Ecole Normale Supérieure" the "Ecole Polytechnique") which do not belong to any of the four departments of national education.

In short, the system, both highly centralized and somewhat anarchic, is rather puzzling to foreigners—and to French people too. Searching for a French youngster of 12 attending school would be a complicated business. He might be pursuing primary studies in a primary school, or secondary studies in a primary school, or secondary studies in a secondary school, or even primary studies in a secondary school, to say nothing of the multifarious vocational schools!

Just as the structure of French education is fairly obsolete, some of the features of the individual schools bespeak their ancient traditions; school buildings are often very old. Napoleonic "lycées" and "collèges" took the old buildings of church schools and Jesuit Schools. There is no movement, as yet, towards central schools and many villages have one-room schools. Co-education, though frequent in small primary schools, is still very much the exception in "lycées" and "collèges". On the other hand, it is the rule in universities.

Yet the whole set-up is highly democratic and achieves a fairly high degree of academic achievement. Education is free to all grades, even in the universities, where the fees are purely symbolic (say from \$5 to \$10 a year). Moreover, a very generous system of grants and scholarships helps, the less wealthy all along their school career. For a normally gifted youngster living at a distance from a secondary school, boarding expenses are refunded. University students can receive as much as \$800 a year and all students have the privilege of 20 cent meals, half the cost being paid out of the national budget. Altogether scholarships and grants of all kinds amount to nearly 19 billion French francs, or \$550 million a year.

Secondary education in France is aristocratic in that it admits only the best scholars and excludes large numbers, but it is also democratic in that the admission is granted only on the basis of ability and exertion and not on social standing. The sexes are segregated in different schools; the school week is from Monday to Saturday, omitting Thursday; each pupil has from 25 to 30 one-hour periods perweek; one afternoon is devoted to open air activities (plein air); the lowest grade is the sixième from which the pupil proceeds to the premier.

The curriculum of secondary schools reflects the specific character of French education. The syllabus includes very few optional subjects and each form studies a limited number of required subjects, most of which are taken up all through the secondary course. Pupils have the choice of only two main streams, classical and modern, the former being characterized by the study of Latin, the latter by the study of modern languages. The classical stream branches out into three main sections after the second year of study (5th form), the options being Greek, a second modern language and sciences.

Right through their secondary course, all pupils must take French (from 4 to 5 hours a week according to the form), mathematics (2 to 6 hours), one modern language(3 to 4 hours), history and geography (2 to 3 hours), physical training and games (4 hours). According to the branch chosen, they must also take two of the following four subjects: Latin, Greek, science, a second modern language. They can also, if they wish, take two or three extra courses: art, music, manual work, home economics, a third modern language.

The total number of classes is between 25 and 30 a week. Homework requires a weekly minimum of 20 extra hours for the most quick-witted. High academic achievement is so popular in secondary schools that at the end of the summer term there is a great national contest between the best scholars—the "Concours général", which has been going on for two centuries. The national champion for French Composition or Greek Prose or Mathematics is solemnly crowned at the Sorbonne by the President of the Republic and receives very generous prizes. Although there is some talk about overwork, the average French child is unquestionably healthy. The fact that young people are kept busy may account for the comparatively low ratio of juvenile delinquency.

French education is based on the belief that personal effort is the mainspring of all improvement, that emphasis needs to be on a thorough study of a few subjects, and that the training of the mind and the development of independent individuals capable of judging soundly, is much more important than the acquisition of knowledge. However, from my observation, I would say that there is much "cramming". There is an extremely heavy load of homework; discipline is strict. There are NO extra-curricular activities. The Social adjustment or development of the pupils is in no way the concern of the school; that "comes naturally", say the French. Modern languages are taught very well; science is mostly theoretical, with little of the practical or experimental.

Teachers are Civil Servants. In the secondary field their salaries are good as compared to other professions, but not as high as in Ontario. The Principal or "Directeur" of a Lycée has a status and salary equivalent to that of an Army Colonel. Elementary school teachers are paid on a much lower scale. Their training consists of a two-year Normal School Course. Teachers of the secondary schools are of two types, the "certifié" and the "agrégré." The former receive a one-year training course following university. The "agrégré" has highly specialized academic qualifications but gets no professional training. The two essential qualifications of a teacher are considered to be a very thorough knowledge of the subject and a reasonable eagerness to impart knowledge to his fellow-beings. Specializations are very strict and "agrégations" are given in different subjects.

English is the most popular foreign modern language taught in the French "lycée." The standard of proficiency achieved in speaking it, is very high. Many of the teachers are Britishers; the others have spent lengthy periods in Britain as students or following graduation.

"L'Anglais vivant", the text used in the "troisième" at many "lycées", deals with the Geography, History and Government of England, the People, their Literature, their Work and their Intellectual Life. All the stories are from the works of famous English authors— Thackery, Dickens, Galsworthy, Chesterton, Wells, Morton, Wordsworth, etc. The text is well illustrated with pictures and cartoons and contains some English songs and poems. It is comprised of ten chapters, each of which is divided into 8 or 9 lessons, some of which, in turn, contain 2 or 3 sub-lessons. The pattern for each lesson as laid down in the text is the same, namely: (1) Phonetic Study of the new words to be introduced. (2) The story, e.g.—"The Launching" by H. V. Morton. (3) Vocabulary — words explained in English (rarely in French), with synonyms and antonyms. (4) Grammar-irregular verbs, idioms, different constructions. (5) Three exercisestwo in English, one English into French.

Lessons are conducted almost entirely in English and there is much Oral Work. In the "troisième" the lesson starts with the pronunciation of new words, after which the pupils read the story in English. Discussion re. content and grammatical constructions follows and is entirely in English. Exercises in translation are then attempted and

homework is assigned.

Many homework assignments are handed in, marked carefully and returned. Twenty essays in English are rquired during the year. These also are "marked" and after being returned are painstakingly corrected. Very much importance is attached to the very comprehensive "Note-Book" which each pupil is required to keep, and which is examined and marked at regular intervals. It ordinarily consists of five sections, as follows: (1) Vocabulary—new words, their meaning and use in a sentence. (2) Grammar—from regular lessons, and from the lesson on common errors which follows the return of each essay and test. (3) Corrections—of common and personal errors on tests and essays. (4) Poems—which have been read and discussed in class, memorized and recited in front of the class. (5) Irregular Verbs—principal parts.

Tests come frequently, are unannounced and are one hour in length (1 regular class period). Examinations are held three times per year. The large amount of Oral Work in English, the fortnightly essays, the heavy homework assignments, the carefully kept notebooks, the extensive and painstaking "marking" of pupils' work by the teacher — these are the main features of the Lycée Method in the teaching of English. The effect of strong motivation (in Europe it is exceedingly useful to know several languages) and the earnest attitude of the student in the learning situation—these seem to be al-

ways present and are very noticeable to an outsider.

Briefly, how does French Education compare with that of Canada? The French seem to stress quality, while we believe more in quantity. The French concern is with a cultured élite, with high academic achievement, with leaders, with "la culture désintéressée", with learning for learning's sake. The "baccalauréat" opens many doors to employment. Our concern is with the masses, with the bread and

butter aim of education. Does modern Democracy require attention to the masses rather than the leaders? Is it more important to raise the educational level of the majority a small amount, than that of a small minority a large amount? Does Canada produce as large a percentage of scientists, doctors, men of letters as does France? Are Canadians as able to govern themselves as effectively as the French and are they as happy and as useful as citizens? If you can answer these questions then you will be able to form some judgment as to the relative values of the two systems. From limited observations, I would say that, in general, in our High Schools, students should have a more serious and earnest approach to their work, there should be more respect for learning. Extra-curricular activities must not exceed their proper place, there should be less concern with social development, and pupils who do not apply themselves should be excluded.

In conclusion, I am going to answer two questions which are frequently put to me: the first, "What does one notice particularly about Canada and his fellow Canadians, after a lengthy absence?" You notice the wide open spaces, the expanse of things, the way cities and towns are spread out, the space in the suburbs, the bigness of things, such as houses, automobiles and refrigerators, the areas of untilled and waste land, the forests ripped and torn and left. You notice the extremes in climate, the rush with which the seasons come and the violence of the rains. The abundance of things is very evident—the lakes and the rivers, the colours of the woods, the food we eat, the clothes we wear, the cars, the money that is spent, the creatures comforts, the credit that is offered. The high pressure advertising in the press, on the radio, and on TV, annoys you. Teenagers seem very conspicuous. You are appalled by the waste of food, of clothing, of soil, of newsprint, of money.

And finally, "What does the Frenchman think of North Americans?" He feels that we confuse size with quality, that we are overimpressed with bigness in cars, newspapers, business, TV sets. He considers that we place too much value on material things, on possessions, on gadgets, and that we are much too concerned with creature comforts. He thinks that we are in too big a rush to get things done, that we confuse speed and activity with efficiency, that we spoil our women and over-indulge our teenagers, that with the central heating and other conveniences which we demand, we have become soft. And so the returning Canadian ponders the question, "Wherein are they right, and wherein are we?" There are some things which are right for one and not for the other. Certain it is that we should not exchange our "Forward Look" for the "Look to the Past." But there are many worthwhile things which the French and the Canadians could well teach each other.

A. C. Ritter, Director of Education, Kingston.

A NEW CONCEPT IN LANGUAGE TRAINING T. P. Casaubon, Forest Hill C. I.

In 1955 Dr. Robert Gauthier was sent to Burma by the Canadian Government to aid in the establishment of a sound educational system in that country. One of his colleagues in this most challenging task was a Chinese educationist who had studied in England. In the course of their daily work these two men discussed and put into effect a new concept in the teaching of the second language.

Reduced to its simpliest terms, the new concept is a recognition that the ear must be thoroughly tuned to the new language before speech is attempted, that the earlier a child acquires this comprehension of a foreign language the better, and that any normal child can

learn to understand and speak a foreign language.

No learning situation is as natural as the acquisition of a medium of cummunication, as long as the learning is carried on in accordance with the principles of human nature. The child, at the tender age of two, begins to use the words that he has heard his mother say over and over again throughout the course of the day. The reproduction of sounds and of words and of phrases comes spontaneously. Learning to speak is a natural process originating in listening and understanding, without strain and particularly without the necessity of immediate reproduction. It is therefore true to say that fluency in a language follows without restraint once the ear has been trained.

A few months ago, I visited four Ottawa public schools in residential and purely English-speaking communities. There I saw the application of this basic principle of pedagogy coming to life in four Little boys and girls, average in every way, grade V classrooms. under the guidance of skilled teachers proved to me beyond the shadow of a doubt that they could understand conversations and questions appropriate to their interests and experience, a language mode that takes account of this age of modern entertainment, fast transportation, radio and television, and of the facts of daily living. The enthusiasm on the part of the students was most apparent. They were expected only to understand the new language at first. Their responses, to start with, were naturally in English or in emotional gestures. The onus of reproducing French in its oral or written form followed at a later date once the hurdles of comprehension had been surmounted. Given twenty minutes a day of the school week in this type of instruction, the children were just beginning to respond in French without pressure after about five months but their comprehension was perfect. And their pronunciation was identical with that of the teacher.

This new approach to language training seems to me pedagogically sound. The secret of its success resides in the very nature of the young child. He has flexible speech organs, unhampered by self-consciousness and sophistication. Having just mastered his own tongue, the most difficult learning assignment he will ever meet, he is psychologically ready to tackle this new and exciting experience. To him language is not an artificial analysis of structure, but a stimulating venture into new ways of expressing ideas.

The great need to take advantage of this fertile ground and to reach for a greater ultimate perfection is a challenge to all teachers of French. The limited goal to be attained in grade V was that of comprehension. It appeared to me as an attainable objective. It also seems to me, that if this project carries through from grade to grade with the same momentum as I observed in grade V, the teaching of Moderns in the secondary school will require a very different approach. As a matter of fact, I believe that our present attempt to teach high school students to read, write and speak French as a simultaneous activity to be completed within a period of five years is setting our sights beyond the range of attainment. It has proven utterly discouraging for many students with average capacity, and made the teaching of French a frustrating experience for teachers of the subject.

Why must we concentrate in a period of five years, starting so late, the development of the ear, the eye, and the tongue, those organs which constitute the necessary channels for language training. A period of proper training in comprehension is a 'sine qua non' to fluent expression. "Il n'y a qu'un pas de la compréhension à l'expression." It is therefore quite sound to think that once the ear has been well attuned the tongue will go into action quite naturally.

Canada and Belgium are perhaps the only two countries in the world where two language groups within the same country have failed to achieve bilingualism. If it is undesirable or impossible to train our young people to speak to each other in the other language, we should at least hope for mutual comprehension in their mother tongues. I would gladly accept as a definition of 'la bonne entente' the ability to understand the other's language. Are we not as educators committed to this effort?

FRENCH BROADCASTS

Intermediate and Senior Divisions (Grades 10-13)

TUESDAYS, 11.00 to 11.15 a.m.

The series of five Department of Education broadcasts for secondary school students will be given again this year by Mlle L. Rièse of Victoria College, University of Toronto. The titles and dates of the five broadcasts are listed below. Copies of the scripts will be sent out to the schools before the date of the broadcasts.

No. 1-February 4-VOYAGE GASTRONOMIQUE

No 2-February 11-QUELQUES GRANDS INVENTEURS

No. 3—February 18—LES GRANDS SAVANTS

No. 4-February 25-UN PEU D'HISTOIRE

No. 5-March 4-UN PEU DE GRAMMAIRE

RECENT TRENDS IN SPANISH POETRY by Diego Marin

It is commonly agreed that the present century has seen a poetic development of such variety and richness as had never been seen in Latin America before and not since the seventeenth century in Spain. Yet this poetry is comparatively little known outside the Spanish-speaking world. In the following outline we shall try to present some of the dominant trends in recent Spanish poetry.

The end of the first World War brought about in Spanish letters a revulsion of feeling against the old values and a strong desire on the part of the younger generation of poets to give fresh expression to the new spirit of the times. A number of avant-garde-isms sprang up, all subversive in mood, wildly experimental, and short-lived as a rule. Some, like Dadaism and Surrealism, were imported from France; others were local varieties such as the Creationism of the Chilean Huidobro, for whom the poem should be a pure creation of the spirit, not a commentary about something. As he put it:

Por qué contáis la rosa, oh poeta. Hacedla florecer en el poema.

One trait these movements had in common was their repudiation of previous poetry as being impure, too tainted with sentimental, sensuous, moral or ideological ingredients. Their aim coincided with Valéry's: "To isolate poetry from any other substance which is not poetry itself". It was the ideal Juan R. Piménez had advocated some years earlier in search of the quintessence of poetry. This they did in various ways by applying to poetry Leonardo's dictum "la pittura é cosa mentale", that is, by stressing the formal, intellectual aspects, and avoiding the direct use of reality. They welcomed Ortegay Gasset's idea of a "de-humanized" art in which "the artistic object is artistic only in so far as it is not real". Or as one of these poets (Gerardo Diego) said: "To create that which we shall never see: that is poetry". They made poetic images and metaphors the central and basis element of the poem, and suppressed, as extraneous, such elements as narrative, sentiments or logical discourse. A new poetic idiom was thus created - esoteric and hermetic-, equivalent to Cubism and abstract painting in its schematic technique. Its series of disjointed images follow automatically upon one another in a sort of mental shortcut towards a flash-like synthesis of pure lyricism.

An important tendency of this period (around 1930), important at least in quality, is the "pure poetry" technique practised by eminent poets such as Jorge Guillén. Following Valéry's prescription (and the example of Juan R. Jiménez) these learned professor-poets tried to reduce the poem to its bare poetic essence, to that ineffable element which remains when all the non-poetic matter is removed. Guillén himself defined the term "pure" as meaning chemically simple, and his short poems are a sort of "algebra of metaphors" in which objects and feelings are reduced to symbols of universal validity, detached from any particular time and place. And yet, even this intellectual poetry has an underlying emotion which lends it a Spanish

flavor, for under the cold surface of this conceptual, unmelodious verse there is a talented exaltation of the human spirit and of life. The "dehumanization" of which Ortega spoke was a matter of technique more than of themes and feeling, as far as Spanish poetry was concerned. Guillén's poetry, for example, is a constant hymn of praise to life and to the marvel of sheer existence. It has been called a "jubilant existentialism", which may be summed up in the poet's own words:

Ser nada más y basta: es la suprema dicha.

A similar note of positive vitality is found in the poets who develop the popularist or folkloric trend, such as García Lorca and Alberti. Their poetic formula is a happy blend of folk themes and brilliant images in a semi-surrealistic vein. The result is a stylized verse, half popular, half learned, in the best Spanish tradition. It explains the universal appeal of Lorca as the typically Spanish expression of the new poetic idiom.

The parallel trend in Spanish America is a new kind of créole Its aim is to give expression to the essential or nativist poetry. character of the people, rather than to describe the picturesque externals of local life, as both Romantic and Realist writers had done before. In this direction the most outstanding is the Afro-Cuban school, inspired by Negro songs and rhythms of the West Indies, just as Flamenco music and the Andulusian gypsy had inspired Lorca. What distinguishes this new nativism from the old is that the poet is looking for the essence of the indigenous spirit in order to really find his own voice, the right mould in which to express his own vision of life. He is no longer merely a sympathetic spectator of the native scene, but its passionate interpreter. That is what has been done in different ways by some of the greatest contemporary poets: Gabriela Mistral (Nobel Prize winner for 1945) and Pablo Neruda in Chile; César Vallejo in Perú; Nicolás Guillén in Cuba. them of mixed blood, they have identified themselves with the soul of their people, especially with that of the poor Indian, and have reflected that spirit in tender or violent tones. Once again, the duality of popular vein and learned idiom has produced here poetry of the highest quality, both artistically refined and very human. It is due to this that a French critic has found Cuban poets such as Nicolás Guillén "infinitely better served by the Spanish language than our Negro poets by French", and that the Cuban is closer to the people, is more popular and less intellectual than his French counterparts.

It is not surprising that alongside this expression of the native spirit, there should emerge also a consciousness of the social evils afflicting it. "Social" poetry has developed earlier and more strongly in Latin America than in Spain, whether humanitarian in character as in Gabriela Mistral, or revolutionary as in Neruda. Some Surealist poets became communists in the 30's (Neruda, Vallejo, Alberti) and have devoted much of their verse since to the proletarian cause.

Their style changed accordingly, becoming more straightforward and less metaphorical, but they did not abandon altogether their former surrealistic devices, so that the result was still a happy blend of matter-of-fact realism and bold imagery. It was a blunt turn-about from "pure poetry" to, as Neruda said in 1935, "poetry impure like a suit, like a body, with stains of food and shameful attitudes, with. . . dreams, prophecies, declarations of love and of hatred, with beasts, shocks, idylls, political beliefs, business transactions, debts, taxes".

The reason for the revolutionary conversation of these intelligent and sensitive men is, of course, that it gave them an answer to their spiritual need for a positive belief in life; a way out of that gloomy view of life as a slow process of decay and death which had made Neruda exclaim: "Sucede que be canso de ser hombre" (What happens is that I am tired of being man). Deprived of any religious faith, the revolutionary struggle became for them a symbol of their own personal struggle and of the struggle of life against death. Death itself acquires now a positive, almost optimistic meaning, because when the individual dies for the cause his ideal of a better life on this earth lives on in the mass of his fellow survivors; so that in a sense, personal destruction becomes a victory of life and hope over death. If much of this political poetry remains poetry it is because it is inspired by the author's poetic intuition and not merely by party slogans; because it gives a personal, deeply moving vision of the dramatic conflict of life and death.

It is worth noting, however, that this "proletarian" trend has not had a great following, though the stature of some of the poets who adopted it has made it significant. It also had greater vogue in Spanish America than in Spain, in keeping with the characteristic social purpose of most Spanish American literature. This trend is indicative of the present mood of human solidarity in poetry, of the feeling that poetry is a socially relevant function and poets have a hard task to fulfil as men ("el duro ofiio de hombres"). If it has been possible to say of French poetry that "after Rimbaud poetry can only lead to Bicêtre, to La Santé or to La Chartreuse", that is, to the lunatic asylum, to poison, or to a monastery, the same cannot be said of Spanish poetry, which recovered soon from surrealistic visions of desolation and hopelessness and regained universal hope and faith in man.

(to be continued)

1958 RESOLUTIONS

O. M. L. T. A. members are urged to send resolutions concerning text books, curriculum, etc., to:

MISS MARIE STOCK, McMaster University, Hamilton, Ontario.

WHY LEARN FOREIGN LANGUAGES?

This amusing little skit was presented by Prof. and Mrs. Gelman, at Hart House, Toronto, on October 7th, to an appreciative group of Modern Language teachers from Metropolitan Toronto.

A.—Foreign languages—that's what my boy's studying at school now. Never had any time for them myself.

B.—Neither have I. Still, let's forget about foreign languages and have our night out. Where shall we go for dinner?

A.—I know a café; the cuisine's splendid, a first-class chef, superbentrées and hors d'oeuvres. I'm a bit of a gourmet, you know!

B.—I'd say a gourmand or a bon vivant. A propos, there was a de luxe restaurant where we went after saying au revoir and bon voyage to Charlie Jones. Just the place for a tête-à-tête when a third person is de trop; but, the cognac and liqueurs are a little strong. The tenth gave me the coup de grâce and left me hors de combat.

A.—Oh! I remember! That was when we saw you at the ballet matinee. I liked the corps de ballet; that final tableau was a tour de force. And the prima ballerina! Spanish, isn't she?

B.—Yes! A snare Andalusian! But entre nous, she's née Smith. She's very petite; got joie de vivre and savoir faire; sang-froid and je ne sais quoi! They say she has a farm in South America where they hold rodeos in front of the patio and milk armadillos . . .

A .- Don't be silly! You can't get milk from armadillos.

B .- Well, some people get spice from peccadillos.

A.—Disgusting the way the habitués at the première crowded en masse into her dressing-room after all those encores. Think she was a queen with a suite or an entourage! It was all I could do to get through the mêlée myself. Talk about cherchez la femme! There she was surrounded by military attachés complete with épaulettes and chargés d'affaires incognito and suave liaison officers feeding on éclairs and pâté de foie gras. There was also a Turkish gentleman—can't think of his name, but his fez was familiar.

B.—That sounds as bad as the soirée and bazaar I attended last night. What a show! All the élite. They called it a fête—I called it a fate worse than death. Still the hostess looked svelte and chic in her mauve velours toque and vieux rose crêpe de chine. Nice ensemble, but a little passé. Her husband's a nice chap; a bit gauche, sells coal and wood—cul de sac and à la carte. His valet is very naïve. They sent him to buy a portmanteau for their daughter's honeymoon. Gave him carte blanche. He asked the salesman for something to hold a lady's torso! Of course he meant trousseau.

A .- How green was their valet!

B.—Yes, the daughter's beau thought, when she made her début, that she was the belle of the ball, so he gave the bell a ring and became her fiancé. Nice fellow, very distingué; in the right clique, a connoisseur with a flair for the macabre, blasé, never makes a faux pas, has a coupé and a chauffeur, au fait with bric-à-brac and objets d'art. They doubted his bona fides at first and were on the qui vive. Thought he was just a poseur par excellence, a roué all camouflage and billets doux. Used to teach foreign languages.

A.—It just shows what I said before! These language people are a funny lot. Never had time for these foreign languages myself. What I mean to say is, who ever uses them?

—The Educational Magazine

HOW MUCH TIME DO YOU WASTE IN THE CLASSROOM?

How often have you heard this "gripe": "How can I possibly do anything with students who are constantly missing periods because of sports, cadets, guidance interviews, dental appointments, etc.?"

Is this complaint justified? To some extent, yes. Yet this loss of time fades almost into insignificance when compared with the time we waste in the classroom.

A class arrives 5-10 minutes late, having been detained by a thoughtless teacher. Do you work yourself into a frenzy by lecturing these innocents and destroy the atmosphere for proper teaching for the remainder of the period? Do you finally direct the last one to the principal's office for some measure of satisfaction? If you do, the ripple of smiles occasioned on his return 10 minutes later may not help your ulcers. How can you justify tripling the 5-10 minutes already lost? (Merited lecturing of classes or individuals, of course, is effective when performed seldom and wisely.)

If answers are inaudible, many students lose interest. It is their prerogative to hear answers. Do you forget that students' voices are directed your way, that you know what they are going to say and can, therefore, almost lipread their words? Repetition is a time consumer. Concentration on audibility the first few school days and maintenance of a high standard pays dividends.

When questioning, do you gleefully greet the first hand up? By doing so, do you give others enough time to work out the answers? Would it not be better to encourage students to raise hands and, as a rule, wait until ½ or % of the class are fanning the air before calling on some one? If you do, you may not be too surprised to find the class "right with you" and have some feeling of accomplishment when it leaves the room.

In the lower grades especially, do you go over in class the first two or three questions of exercises assigned for homework? If you do, you may discover that students will do their work well, instead of wasting time at home wondering what to do.

Have you ever checked a notebook after a test and found similar errors in both? How often does a student study incorrect work from notebooks? Why not insist on proper correcting technique: orderly, neat blackboard work, then corrections in red ink with appropriate notes? Isn't it wise to circulate about the room in a supervisory capacity and check at least one or two books upon the completion of the work?

Twice or thrice over is better than once. Do you have students review exercises done to-day before commencing homework for to-morrow? Do you follow this up by taking 3-5 minutes at the beginning of the next period to let them spout their knowledge? Constant review of corrected work pays dividends: solidification of work, confidence and the sense of achievement. This repetition will shortly save students time.

Have you never had the feeling that some students do homework hap-hazardly just to be able to declare it is done? Do you not agree that an 80% student usually does a 15 minute assignment 75 to 85% correctly? The same assignment by a 50% student may take 30 minutes and be 40 to 55% correct. Experience proves that marks obtained in homework exercises

usually approximate those on tests. Therefore, should you not have students prepare exercises (using textbooks) as if they were examinations?

Do you spend about 6 periods on one grammar lesson, 4 of these on exercise work? For the gifted student in the middle and upper grades there is an involuntary waste of time. Most 75% students require only about 5 of the 40 minutes for correction of work and questioning. The rest of the time they learn patience. A waste of 30 minutes per period, 2 hours per lesson, 30 hours per year! Shouldn't you seat these select students at the rear of the room and use these 30 hours for supplementary reading, newspapers, correspondence or other pertinent French work? Don't you think the 66-74 group may make the supreme effort to join the élite? Won't the concentration of questions on the weaker students sharpen their preparation and improve their work?

David Shopiro, Owen Sound, C. & V. S.

A LETTER TO THE EDITOR

200 Lonsdale Road, Toronto 7 14th October, 1957.

Dear Mr. Editor,

There must be many of your readers, or their friends, who would be interested in working for a year in Europe, and I should like to bring to their attention an opportunity that does exist.

Last year the Canton and Town of Neuchâtel, Switzerland, opened a "Junior College" for Canadian students. This college prepares candidates for the McGill Senior Certificate and the Ontario Grade XIII examinations. The staff is largely drawn from the parent institution, the Ecole Supérieure de Commerce, and is composed of Swiss graduates in their particular fields with a good knowledge of English. There are, however, several positions open to Canadian teachers on a one year basis, and these are the positions for which I should like to give you the background.

Neuchâtel is a town of thirty thousand inhabitants that snuggles at the foot of the Jura Mountains on the lake that bears its name. The town is north of the main tourist route between Geneva, Lausanne, and Berne, and is comparatively-perhaps unjustly-little known to Canadians. For nearly a hundred years its schools and university hav been a centre of instruction for students drawn from neighbouring cantons and countries as distant as Finland, the Near East, and South America. The Junior College is therefore only an extension of a long tradition. It is designed to allow a limited number of students in their last year of high school to live and study in Europe, without spending an extra year in school. The students live with French-speaking families in the town, and classes are held in space allotted to the Junior College by the Ecole Supérieure de Commerce. The instruction is in English and the normal Canadian courses are followed. Last year, through the cooperation of the Ontario Department of Education and of McGill University, both sets of examinations were written in Switzerland, and it is hoped that this privilege may be extended again to the students.

The Canadian teacher who joins the staff of the Junior College becomes for a year a member of the Swiss Government system of education. He is paid according to the rate prevailing in the canton at that time. It is not possible to give exact figures, since teachers are paid by the number of hours per week that they teach, but for a twenty-five % hour period week, the annual salary would amount to roughly \$4000 net, free of Swiss income tax. The school operates on a five day week, and the hours are long, extending from 8.15 a.m. to 5.40 p.m. The classes are small—this year the average class must be less than ten, but the Swiss want academic results. Last year, the first year of the school, 87% of the Ontario papers written were successful and two students were awarded university scholarships. It was a good start, but the Swiss want academic excellence. As the school becomes better known and the choice of student enlarged, it is not a record that will stand.

For a year over there a teacher should have at least two or three years' experience in teaching either Grade XIII or McGill Senior in two subjects . . . in two subjects since he cannot otherwise be offered enough periods to give him a salary in any way comparable to Canadian standards. A knowledge of French or German is a social advantage but not a scholastic necessity. The opportunity fits best the Moderns teacher with other strings to his bow, or the teacher of other subjects who would like the chance to

become proficient in one or two modern languages.

Above all, the year is no vacation. The Canadian will find he must work as hard or even harder than ever before. He must be self-sufficient in the classroom: there are no experienced colleagues at his elbow if a problem won't come out. He has to adapt to Swiss idiosyncrasies: he must be ready to accept a life where a dollar takes longer to earn and disappears as fast. On the other hand there are rewards. For the Canadian family that sends its children to Switzerland, the year is expensive and the children know it, and nearly all of them are willing to accept a real responsibility towards their work. The small classes and the cooperation of the students make the work a pleasure. There is also the chance to make friends among the staff of the Ecole, among the Canadian and European students, and the townspeople. France is only twenty-five miles away, Germany about 80, and Italy 100. It is the chance of a lifetime to see Europe, not as a tourist, but as an inhabitant.

If any reader is interested, I hope that he will write either to the Vice-Principal, The Junior College, Neuchâtel, or to me. I was there last year, and can thoroughly recommend it.

Yours sincerely,

Kenneth Shearer,

Upper Canada College.

Tidbits.

Students are always interested in learning of how words change over the years. For example "le papier journal" is now simply "le journal"; "la fève de haricot" is "le haricot" When teaching the verb "réfléchir" try this riddle "Pourquoi un miroir est-il muet? Parce qu'il réfléchit."

FOREIGN EXCHANGE

Directed by Morgan Kenney, Hill Park S.S., Hamilton.

What's YOUR Beef?

It is a healthy experience to meet with a group of teachers to discuss common aims, practices and problems, and as a result to realize that you are not fighting a lone battle within the narrow confines of the four walls of your classroom.

The teachers of French in Hamilton had such an experience on November 28th. When asked if they would be interested in an all-afternoon session and in drawing up a programme, they answered with a strong affirmative. Suggestions for the agenda were submitted by all teachers, and from these suggestions the following programme evolved:

1. A demonstration Grade XI Authors lesson.

A general discussion of four topics: the teaching of verbs; the value of phonetics; the approach to unwilling students; the teaching of vocabulary.

The unanimous request for a demonstration authors lesson affirmed once more that teachers are worried about this aspect of the course. The lesson presented, and the discussion that followed it helped air these worries and place them in perspective.

Mr. David Steinhauer, Inspector of the Department of Education, accepted our invitation to come to Hamilton to present the demonstration lesson and to act as adviser for our discussions.

A class of fifteen students, five from three different schools, was formed. It was agreed that this should not be a group of excellent students. It should contain excellent, good and average so that problems that face the teacher every day would also arise during the demonstration lesson.

Mr. Steinhauer chose a story from the text being studied and the students were asked to read it over before coming to the lesson.

The stage was set. Mr. Steinhauer introduced himself to individual students, then had these students introduce others to him. The students then opened their books and read the text silently as Mr. Steinhauer played a tape-recording of the selection which he had prepared. Books were then closed and comprehensive questions asked. Mr. Steinhauer took great care to ask questions of the students who did not offer answers. In this way, he did achieve the halting pace we all face in the class-room, and although he made his own task more difficult, he won the confidence of his spectators. Errors in grammar or pronunciation were corrected quickly by excellent use of the blackboard. It was obvious that a teacher, by putting clear examples of the problems on the board, can continue to speak French while correcting errors and yet waste no time. The combination of the visual with the aural soon enables the student to understand the difficulty. If a student revealed he was still confused, Mr. Steinhauer did not hesitate to use English. However, this did not happen more than two or three times. It is amazing what can be accomplished by using the board and the imitative gestures.

Word study was the next step. Mr. Steinhauer selected certain words that the students would require to discuss the story and put them on the board. The class then provided synonyms or definitions for the listed words.

To test their memory, Mr. Steinhauer rubbed off the original word and had the students fill in the blanks, working from the suggested definitions.

The lesson was completed by a taped dictation based on the story just studied.

In a demonstration lesson of this nature, one expects to find as many of the best techniques as possible. We did. From the ensuing discussion it was agreed that it is impossible to develop every aspect (comprehension, word study, oral reading, dictation) thoroughly in every lesson. The teacher must decide what his goal is for each lesson and use the best methods possible, to achieve it. That means that he must select. It was also stressed that although judgement must be used, no major aspect must be overlooked. It was suggested that it would be better to study fewer pages thoroughly than to have to skim over many pages with little benefit to the student.

I feel that this lesson and the discussion have helped many of us to come closer to recognize the LIMITED time at our disposal, select our methods which will be our tools. We cannot use all our tools at one time, but we must use all of them sometime.

It is by sharing experience in these conferences that teachers are able to gain greater peace of mind, to clarify their thinking, and as result to do a better job. It is vital that such conferences should receive their impetus from the desire of the teachers and that the programme should present material they have suggested. By working together we benefit as individuals, by working together we benefit as teachers.

This column appears in the Review to enable you to share problems and successes. Your problem is everyone's problem; your success can improve teaching in every school. If you are really interested in your subject, show it by admitting that we do not know everything, but that there are many wonderful things we do know!

Send questions, suggestions, material, points of view, criticisms—anything that reveals that you enjoy teaching a language, to Foreign Exchange. Address: Mr. Morgan Kenney, 188 Graham St. South, Apt. 6, Hamilton, Ontario.

EXCHANGE

The heading of this column is meant to suggest an exchange of material and experience on foreign languages Miss M. Wilson of Timmins High School highly recommended "Les Amis, Bulletin de liaison et d'information des professeurs de langues française et anglaise." Subscriptions are \$1.50 and should be addressed to Mrs. Welpton, 1275 Kildare Road, Windsor, Ontario. Every year I have tried a new method to try to beat "je suis donné" This year I have had great success (up to the moment!). When teaching the present tense of verbs I recognize only the progressive present in English. Hence, when I teach "je parle" it means "I am speaking". Nothing else. I admit other forms do exist, but only when they appear in the text or when a student suggests them. In this way the progressive form is associated strongly with "je parle" I have a request for a clear explanation of the difference between "an" and "année" with examples to show their usage. Can some one help us?

O.M.L.T.A. FALL CONFERENCE, 1957

Intended primarily for modern language teachers in Eastern Ontario, the Fall Conference—favoured by the fine autumn weather—brought together on October 19th at Queen's University in Kingston not only teachers of that region but also a number of OMLTA members from Toronto and points west. The Association's President, Dr. R. W. Torrens of the University of Western Ontario, presided, opening the Conference with brief remarks from the Chair. Welcome on behalf of Queen's University was extended by Dr. W. H. Evans, head of the Department of French, who then introduced a member of his Department, Dr. Glen Shortliffe, as the first speaker of the programme. Introduced as the "prototype of the modern language teacher of the future, who will take a major in modern languages and a minor in electronics," Professor Shortliffe gave a fascinating demonstration of language laboratory equipment, providing members of his audience with an opportunity to try some of the equipment for themselves.



Prof. Shortliffe's Language Laboratory

After a short intermission Mr. Ian Ferguson of K.C.V.I. introduced Mr. A. C. Ritter, the Director of Education in the city of Kingston and formerly the Superintendent of Canadian Schools in Europe. Mr. Ritter was followed with keen interest as he contrasted education at the secondary school level in France with that in Ontario. In his analysis of these two very different educational systems the speaker found much to admire in French education but at the same time remained refreshingly realistic in his avoidance of the common tendency to idealize or glamourize the life and civilization of the foreign land in which we are interested. In thanking Mr. Ritter for his address, Mrs. Dorothy Grosart paid tribute to a Director of Education who is so interested in the field of foreign languages.



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Following the Conference Luncheon, served in the McLaughlin Room of the Students' Memorial Union, the Chairman called upon the President of the OEA, Professor H. L. Tracy, who brought greetings from the parent organization. The main luncheon speaker, Dr. A. H. LeGrand of the Royal Military College, Kingston, was introduced in French by Dr. H. W. Hilborn, head of the Department of Spanish at Queen's. In his address, entitled "Servitude et Grandeurs du Professeur de Français en Ontario", Dr. LeGrand complained that high school graduates in Ontario could not speak French. He pleaded for more oral French in the classroom and reprimanded teachers who did not improve their own pronunciation and fluency in the language. The speaker was thanked by Professor A. M. Fox of Queen's, following which the Chairman brought the Conference to a close.

A. M. Fox, Secretary, O.M.L.T.A.

Anecdote

De derrière le rideau de fer . . .

Un chien de la zône russe de Berlin se promène en zône américaine. Un chien "allié" l'avise.

—Tiens. Que faites-vous par ici? . . . On ne vous donne pas assez à manger en zône russe?

- -Si
- -On vous y maltraite, peut-être?
- -Non.
- -Alors, quoi?
- -Rien . . . J'avais simplement envie d'aboyer.

WINTER NUMBER, 1958

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SPANISH PROSE PASSAGES FOR GRADE XIII Capitulo VI

During Inés' convalescence, Don Fernando Arévalo came to ask Don Manuel if he would grant him his ward's hand for he was very much in love with her beauty and modesty.

Don Manuel answered that for the moment he did not need to look at the documents that gave proof of his nobility and wealth because Inés was still very weak and he would not present his request until she was better.

With this curt answer that left him few hopes, Don Fernando had to leave.

Ten days after, in the hacienda where the family had returned so that Inés could breathe the country air, Don Manuel called her to his room and told her that Don Fernando had asked for her hand.

When the girl quickly answered that she did not want to marry, her tutor told her that such a matter demanded a little reflexion. Besides it was not courteous to dismiss her suitor abruptly, even if they did not like him. So he would tell Don Fernando that he had given her a term of fifteen days to make a decision.

When Don Fernando came to pay them a visit and stayed for dinner, he talked with fine gallantry and every moment tried to discover in Inés' eyes some encouragement to his love. Daniel, seeing all this, could not eat, and it was full of sorrow and jealousy that he left for his duties.

When Don Fernando and he met on horseback on opposite sides (either side) of the closed gate, the former was very haughty, asking him in a commanding tone to open it, and the latter was very insolent, refusing to be treated like (as) one of the servants (serving staff), thus bringing upon himself a deadly enemy.

Capitulo VII

After supper, uneasy in his mind (in the uneasiness of his mind), Daniel went to see Fermin in the kitchen, a place to hear gossip and news. There the servants were commenting [upon] what Pedro had understood — and wrongly (equivocadamente) understood—listening to Don Manuel and Don Fernando: that is that Doña Inés was going to marry the latter.

On hearing this, Daniel felt his blood rushing to his head and his heart beating violently (with violence); going to his room, he fell on his bed as if mortally wounded. There he stayed for many days extremely ill, and in his delirium, among the unintelligible words he murmured in a low voice, the phrase "She is going to marry" was (perceived) heard from time to time.

All were filled with sorrow when the doctor said it was a very serious illness. When the ladies went to see him, Inés noticed he held in his hand her cambric handkerchief and later she learned from (by) Andrea how he had obtained it, giving a silk one in trade. The servant also told her mistress why he had fallen into such a sad state.

Doña Inés became very angry at what the stupid page had said and denied it. That same night, at eleven, she went with Andrea to the patient's room where Martina and Fermin were keeping watch over him. While the former was dozing and the latter had gone out to speak with Andrea, Inés approached the bed. With great compassion and deep tenderness, she softly pressed his hand, bent towards him, told him in a very low voice that she was not marrying any one, and, fearing they might have seen her, she fled hurriedly to her room, where she dropped on a chair and sobbed bitterly.



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She could stand it no longer. She could no longer resist her love; but knowing there was no hope for them, she wished both would die.

After midnight, Andrea entered to tell her that Daniel's fever had dropped and that he was better. So, with a fervent thanksgiving to God on her lips, she went to sleep, exhausted by her crying and emotions, but elated with this good piece of news.

Capitulo VIII

After this visit, which he thought (to have been) a delightful dream, Daniel felt much better; when Andrea assured him that it had been a flesh and blood angel, that it to say Inés herself, who had come to see him, he was almost cured and two days after he was able to get up.

Two weeks (15 days) later, while the ladies were out bathing and Inés stayed in the house, he had the opportunity (occasion) of having a long conversation with her (the latter). He felt a great emotion when the young girl told him she had guessed his love for her and felt a greater one when she could not help confessing that she too loved him. Unfortunately, because of her rank and nobility, she could not disobey her father (she owed to her rank and nobility not to disobey her father's will.) Both knew it was impossible for them to marry. He demanded nothing, but it was enough for him to know that she was not indifferent to him (in Spanish: "he was not indifferent to her", meaning he meant something to her). Their love had to be kept a secret and her honour was not to suffer the least harm.

Taking leave of her, Daniel, in fear of being seen, dared not kiss her hand and he only pressed it softly and respectfully. —S. Fielden-Briggs

MATERIAL FOR EXAMINATIONS

Assembled and Edited by Miss Doris Schissler

GRADE 9

FRENCH

March, 1958

Parlons Français

14 hours

- Répondez en français aux questions: Quelle date est-ce aujourd'hui?
- 10 Quand fais-tu tes devoirs? Qu'y a-t-il dans l'arbre? De quelle couleur est votre livre de français? Combien de jours y a-t-il au mois de mars?
- 2. Ecrivez au pluriel:
 - 1. Je mange un gâteau.
 - 2. Je commence ma leçon.
- 10 3. C'est un journal amusant.
 - 4. Fais-tu tes exercises?
 - 5. Elle ne va pas parler à la fermière.
- 3. Mettez la forme correcte de l'adjectif:

 - (gros) C'est une vache noire.
 (nouveau) Où est ta voiture?
- 5 3. (tout) ---- les enfants jouent dans le pré.
 - 4. (quel) Dans maison demeure-t-elle?
 - 5. (ce) Ne joue pas avec ---- enfant malade.
- 4. Complétez la conjugaison:
- 10 Je dis bonjour à mes amis.
- Conjuguez le verbe aller au présent à la forme interrogative.
- Donnez l'anglais de la première personne du singulier.
- 6. Mettez à la forme interrogative sans employer "est-ce que":
- 1. Il y a des pommiers dans le verger.
 - 2. Les fermiers travaillent aux champs.
- 7. Mettez au négatif:
- 1. J'aime tes vieux vêtements.
 - 2. As-tu peur du chien?
- 8. Mettez la forme du verbe.
- 5
 - désirer 3. Ne --- il pas chanter? écrire 4. Vous — très aimable, madame.
- 9. Traduisez en français:
 - (a) How are you, sir?
 - (b) Let us begin.
- 10 (c) Isn't he listening?
 - (d) Is she hungry?
 - (e) She is not happy.
- 10. Donnez les trois formes de l'impératif des verbes suivants.
- 4 parler, faire.

- Employez les expressions suivantes dans des phrases complètes d'au moins six mots (at least six words)
- 6 tout de suite, en ville, fatigué.
- 12. Ecrivez les numéros:
- 4 16, 15, 21, 12,
- rencontrer, amusant, feuille, voiture, oiseau, comme, peut-être, les oeufs, combien.
- 6 (a) Indiquez deux mots qui ont le même son que:
 - 1. "eu" du mot peu
 - 2. "u" du mot mur
 - 3. "on" du mot bon
- 3 (b) Voilà le chat noir avec mes amis.
 - Indiquez une liaison et deux consonnes qui ne se prononcent pas.
- 14. Traduisez en français:
 - 1. The young boys are going to take a long walk in the country.
 - 2. This poor little girl is ill. Let us write to her mother first.
 - 3. Do the happy children play in the large yard near the old house?
 - 4. Here is a good present from the farmer's sister.
 - 5. Let us show this bunch of flowers to the grand-father's friends.
 - 6. Does that pretty blue bird sing in front of the living-room window?
- 56 7. What lesson is this? Who writes that verb on the black board.
 - 8. What are they picking up? They are picking up apples, aren't they? Are they dear?
 - 9. How are you? How are your cousins? Are they pleased?
 - 10. To whom do those black cows belong?
 - 11. What is that white flower in that vase? It is an iris.
 - 12. Are there any American stamps in your blue note book? Yes, I have a dozen stamps and many envelopes. How many envelopes do you want to-day?

140

= 70 + 10 (dictation) + 20 (term mark) = 100

GRADE X

FRENCH

March, 1958

Parlons Français

11/2 hours

- I. Répondez en français aux questions suivantes. Employez des phrases complètes:
 - 1) Comment passez-vous vos vacances d'été?
 - 2) Nommez trois choses qu'on trouve à la cuisine.
- 10 3) Pourquoi les arbres sont-ils beaux en automne?
 - 4) Qu'est-ce que vous achetez chez l'épicier?
 - 5) Que faites-vous quand vous avez soif?
- II. Ecrivez un mot ou une expression qui est le contraire de:
 - 1) Le paysan
 - 2) ouvrir
- 3) vite
 - 4) le plafond
 - 5) la réponse

III. Ecrivez les verbes suivants aux temps indiqués:

1) (venir) ils — futur 7) (être) il — futur

2) (jeter) elle — présent 8) (pouvoir) ils — imparfait

12 3) (aller) je — futur 9) (se lever) tu — présent

4) (manger) il — imparfait 10) (envoyer) je — présent 5) (savoir) vous — imparfait 11) (voir) tu — futur

6) (répéter) il — présent 12) (avoir) je — imparfait

IV. Remplacez les mots soulignés par des pronoms convenables.

1) Les deux soeurs tombent dans l'eau.

2) Je vais trouver ma soeur et mon frère.

3) Qui met les tasses sur la table?

4) Nous nous baignons au lac.

15 5) Regardez-vous les pauvres garçons?

6) Il y a trop de livres.

7) N'écrivez pas la lettre à vos cousines.

8) Les parents ne voient pas leur fils, aux coin de la rue.

9) Ne donne-t-il pas deux pommes à son ami.

V. Traduisez:

1) He is only three years old.

2) They aren't looking at anyone.

3) Don't you sing anymore?

12 4) I never finish my meals.

5) There wasn't anything on the plate.

6) I have nothing but one cup.

VI. Traduisez:

1) We were hungry.

2) They were willing.

3) In the Spring

4) Are there any?

5) The first of August

6) It is foggy.

7) He was right.

8) Are you cold?

14 9) At 5.30 p.m.

3) At 0.50 p.m.

10) At midnight

11) On Thursdays

12) A fortnight

13) At the seaside

14) On Monday night

VII. Traduisez en français:

1) The Fontanets are going to visit their friends in Canada.

2) Mary has a sleigh. Will you ask her for it?

3) There were some big green trees on the hill, weren't there?

4) What were you putting in the cup? Nothing!

5) It was cold in January but it will be warmer in March.

64 6) This basket is as heavy as the other and it is wide enough.

7) No one is in front of the cottage. My friends were waiting for me there for a long time..

8) Do you want this spoon and that fork? Yes, I shall need them tomorrow.

- 9) Can you lend me your jack knife? I shall pay for it soon.
- 10) Doesn't the maid ever break any plates? Yes, she breaks too many. VIII. Traduisez en français:
 - 1) He was pouring.
 - 2) Shall I not work?
 - 3) Is he learning?
- 8 4) She used to be bored.
 - 5) Were they not washing
 - 6) We were swimming.
 - 7) You will have (2nd sing.)
 - 8) He won't know.

130

 $\frac{1}{100}$ = 65 + 10 (Sight) + 5 (Dictation) + 20 (term mark) = 100

Grade XI FRENCH COMPOSITION and AUTHORS

March, 1958 1% hours

- Ecrivez ces verbes au temps indiqué: ils (futur) voir elles (passé indéfini) écrire vous (imparfait) connaître ils (passé défini) recevoir
 - ils (passé défini) recevoir elle (conditionnel) boire
- nous (plus-que-parfait) venir je (passé défini) interdire tu (présent) espérer (tu) (impératif) se dépêcher vous (futur antérieur) obéir
- 2. Traduisez ces adverbes en français:
- 5 best, politely, enormously, carefully, badly.
- 3. Remplacez les noms soulignés par des pronoms.
 - 1. Nous allons chercher le guide à la ville.
- 5 2. Nous ne mangeons pas beaucoup de champignons.
 - 3. Tu n'as pas lu cette histoire.
 - 4. Jean et Marie sont chez leurs cousins.
- 4. Donnez un synonyme des expressions soulignées:
 - 1. Il parlait d'une voix douce.
- 4 2. Elles sont très calmes.
 - 3. L'aérodrome se trouve près de notre ville.
 - 4. Ma mère était très surprise.
- 5. Répondez en français à ces questions:
- 6. 1. Où un médecin reçoit-il les malades?
 - 2. Que buvez-vous avant de vous coucher?
- 6. Employez les expressions suivantes dans des phrases d'au moins six mots:
- 1. poste de pilotage
- 9 2. empêcher
 - 3. endormir
- 7. Traduisez en français:
 - My father and I were a little confused when the Bradleys took us to a hockey game.

- The Indians, who all look alike, have just chased after him, and in spite of his cries, are catching him.
- 3. Those new Canadians have been living in Canada for several years.
- 4. You and I do not eat as much white bread as he.
- 66 5. When I go to New Brunswick next summer I shall take a plane at Malton.
 - 6. Did the officer promise to show them the old tower at the Parliament buildings?
 - Where did you put the old suits? I gave them to a stranger who was ringing the door bell violently.
 - 8. At the high school classes begin at 9.00 a.m., and end at 3.20 p.m.
 - 9. Thanks for giving me the best room in the hotel.
 - 10. "That glass is mine", he said imperiously. "Give her some".
- 35 8. Questions based on Authors Text

140 = 70 + 10 (Dictation) + 20 (term mark) = 100

2

GRADE XII

FRENCH

March, 1958

- 1. Ecrivez les formes suivantes des verbes: 2½ hours
 - (a) La troisième personne du pluriel de l'indicatif présent 1. recevoir
 2. courir 3. s'appeler 4. croire 5. valoir.
- 20 (b) La première personne du singulier du futur:
 1. envoyer
 2. mourir
 3. espérer
 4. venir
 5. s'asseoir
 - (c) La troisième personne du singulier du passé défini: peindre, écrire, tenir, coudre, traduire.
 - (d) Le participe passé des verbes: croire, ouvrir, paraître, craindre, savoir.
- 2. Répondez en français:
- 3 (a) Pourquoi l'oncle de Marie Louise Ferrand ne lui a-t-il pas acheté une machine à coudre?
- 3 (b) Quelle était l'explication de Villemot au capitaine quand celui-là n'a pas tiré son sabre?
- 5 (c) Quel est le contraire de 1. pleurer 2. coûteux 3. rarement?
 Quel est le substantif (noun) qui correspond à 1. boire 3. habituel?
- 3. Traduisez en français:
 - (1) Where was I?
 - (2) I beg him to go out early.
 - (3) The fifth house.
 - (4) One hundred and one times.
- 20 (5) One third of the year.
 - (6) He plays the piano.
 - (7) Everything he wants.
 - (8) He is an engineer.
 - (9) Send for the doctor.
 - (10) We obey our friends.

4. Traduisez en français:

- (1) Do you like white mice? Yes, I advised them to buy some at the store opposite the bookshop. What are those radios worth? I don't know. Each one is different.
- (2) As soon as he gives it to you, some of his friends will tell him something important about the hockey game on Monday the twentythird of March.
- (3) The swords of the soldiers, whom the captain was going to review, and the one which Villemot made of two pieces of wood nailed together, were on the counter of the inn. Where was yours?
- 62 (4) What is the "Ecole de Commerce"? What courses did you take there last year? How many days a week did you study French. I shall do my best to pass my final examinations in June.
 - (5) If someone gave her such an expensive gift for her wedding would she be long in thanking him for it? It would be better to write several letters, and yet, she hasn't the time to do that.
 - (6) They left the house at 7:30 a.m. but it was cold and foggy. Now they are sleepy. They cannot remember their friends.
 - (7) What is in that box? It is my new dress and I think that it is prettier than Mary's. Mine hasn't yet arrived. Whose dress is this?
- 5. Questions and prose based on Authors Text.

SIGHT

71

Lisez le passage suivant et répondez en français aux questions posées. (Soyez bref)

La gare est encombrée d'une foule qui se précipite sur les trains à l'heure du départ. C'est veille de fête: écoliers, étudiants, employés ont devant eux trois jours de loisir et sont heureux de s'échapper de Paris. On voit passer des familles, chargées de valises et de paniers de provisions; des couples d'amoureux, des promeneurs solitaires et surtout des groupes d'enfants et de jeunes gens. On en voit qui courent le long du quai poussant une bicyclette, portant meme un canoë. La bruyante gaîté de ce monde anticipe déjà sur les heures joyeuses qui les attendent.

- 2 (1) Pourquoi la gare est-elle encombrée de tant de gens?
- 2 (2) De quelle façon allaient-ils quitter Paris?
- 2 (3) A ce moment-là pourquoi voudrait-on porter un canoë?
- 2 (4) Que comptez-vous faire cet été?
- 3 (5) Définissez "une gare".
- 4 (6) Donnez un antonyme (le contraire) pour: (a) le départ (b) courent (c) la veille
- 1 (7) Donnez un synonyme pour: couple.

200

- = 100

2

3

"Le Notaire du Havre"

- Complétez par un seul mot les phrases suivantes. (Il n'est pas nécessaire de copier toute la phrase.)
 - (1) Je tiens plus à l'honneur qu'à la vie. Sortez d'ici, enfant
 - (2) Mon père, par exemple, ne pouvait souffrir la ——. Le spectacle du ridicule, chez les autres, le trouvait intolérant.
 - (3) Désiré Wasselin avait reçu de la nature le plus grand don qu'un homme en puisse attendre: le vrai courage ———.
 - (4) J'ai pensé, dit le père, à porter, pour nous permettre d'attendre la lettre du Havre, quelque chose au ———.
- 10 (5) Maman, ---- dans la salle à manger le soir.
 - (6) Elle me tenait et me berçait comme on berce un nourrison en chantant tout bas, cette complainte effrayante de la femme blessée au ______.
 - (7) Je te l'ai dit souvent, Lucie, Wasselin a tous les vices et le bougre a même celui de faire de la ——.
 - (8) Moi, je m'inscris pour douze mille, mon ——— est plus faible que le vôtre.
 - (9) Je l'imagine comme un monstre sans et .
- Répondez en français (par une phrase complète) aux questions suivantes. N'écrivez pas plus de trente mots pour chaque réponse. Il n'est pas nécessaire de répéter les mots de la question.
- 6 (1) Au milieu du premier été en attendant la lettre du Havre de quoi est-ce que la famille a rêvé de compagnie? (au moins trois choses).
- 3 (2) a) De quoi le père s'est-il plaint au théâtre?
 - b) Qu'a-t-il fait pour montrer son dégoût?
- 3 c) Quelle expression la mère a-t-elle employée en voyant son mari se mettre en colère?
- 3 (3) Comment est-ce que le père a prêché l'évangile de bon usage à un bâilleur dans un autobus?
- 4 (4) a) Joseph, pourquoi a-t-il refusé de continuer ses études? (deux raisons)
 - b) Qu'a-t-il décidé de faire?
- 4 (5) Décrivez brièvement l'intérieur du lavoir de la gaîté?
- 4 (6) a) Décrivez un des phantômes que Laurent a vu au milieu de la nuit?
- 3 b) Pourquoi a-t-il vu ces phantômes?
- 4 (7) Quels deux cadeaux est-ce que Laurent a reçus pendant sa maladie?
- 3 (8) Décrivez ce que M. Wasselin a montré aux Pasquier par la fenêtre pendant l'heure du déjeuner?
- 8 (9) Qui est M. Bottone? Qui est venu le chercher le lendemain de son départ. Pourquoi y sont-ils venus? Qu'est-ce qui est arrivé à Maman quand ils ont visité sa chambre?
- 3. Décrivez la visite de Tante Anna chez les Pasquier. (Ecrivez environ
- 15 cinquante mots).
- 4. Traduisez en anglais.

La concierge, en montant les provisions, avait trouvé la pauvre maman à moitié folle, courant d'une chambre à l'autre, cherchant un mot de l'enfant, une trace si petite qu'elle fût, qui pût la conduire au moins à une conjecture. Dans l'esprit de cette malheureuse mère, une tardive lumière s'est faite tout à coup sur l'attitude de sa fille pendant ces derniers jours, sur le silence à propos du départ de Frantz. "Ne pleure pas, ma femme 24 je la ramènerai . . . "avait dit le père en sortant, et depuis qu'il était parti autant pour s'informer que pour se soustraire au spectacle de cette grande douleur, elle ne faisait qu'aller et venir du palier à la fenêtre, de la fenêtre au palier. Au moindre pas dans l'escalier, elle ouvrait la porte avec un battement du coeur, s'élançait dehors; puis quand elle rentrait, la solitude du petit logis encore accrue par le grand fauteuil vide de Désirée, tourné à demi vers la petite table, la faisait fondre en larmes.

 Lisez le passage et répondez en anglais aux questions qui suivent. (employant toujours une phrase compléte)

Mon père était un pauvre homme, veuf, que des malheurs successifs avaient réduit à prendre une petite place au bureau d'une fabrique de produits chimiques, au fond d'un canton perdu. Cet emploi obtenu après de longs mois de recherches, n'était point trop dur mais mal rétribué. Mon père s'estima très heureux de l'avoir, et trop profondément accablé, il n'en espéra point de meilleur, n'eut plus d'autre crainte que de le perdre. Le village de S , où nous fûmes contraints de nous loger est un endroit sans agrément, malsain, solitaire, au milieu de landes stériles. Les habitants ont des moeurs rudes, peu charitables, et point du tout de bienveillance pour les étrangers. Mon père fut d'autant moins bien accueilli que sa qualité de "Monsieur pauvre" lui aliénait à la fois les besogneux et les notables. Il le perçut tout de suite et résolut de s'empresser dans l'accomplissement de son devoir, d'éviter les fréquentations. Moi-même, mal vu par les enfants du village, je préférais en général me tenir seul auprès de notre petite maison. Quelques mois se passèrent et, malgré tout, la douceur, la rectitude de mon père, une certaine grâce que j'avais en ce temps dans le caractère, firent que nous pûmes fréquenter, modérément, quelques êtres.

26 = 13x2

- 1. Qu'était devenue ma mère?
- 2. Pourquoi mon père a-t-il dû accepter un emploi peu profitable?
- 3. Où se trouve cette fabrique?
- 4. A-t-il réussi sans peine à trouver cet emploi?
- 5. Quel est le seul avantage présenté par cet emploi?
- 6. Dites comment vous savez que mon père ne s'en plaint pas.
- 7. Quand pense-t-il trouver une place plus lucrative?
- 8. Quel est le seul souci de mon père?
- 9. De quoi le village est-il entouré?
- 10. Comment accueille-t-on les étrangers dans ce village?
- 11. Pourquoi mon père n'est-il pas bien reçu parmi les pauvres?
- 12. Qu'a-t-il décidé de faire au lieu de tâcher d'avoir des amis?
- 13. Quelles qualités du père et du fils leur ont gagné de l'estime?

Grade XIII

FRENCH COMPOSITION

March, 1958

Cours Moyen Part II and Le Notaire du Havre 11/2 hours

- 1. Ecrivez les vorbes suivantes à la forme indiquée:
 - (1) Imparfait-(sujet nous)-joindre, rire
 - (2) Conditionnel—(sujet ils)—mourir, tenir
- (3) Présent du subjonctif (sujet tu)—vouloir, plaire
 (4) Passé indéfini (sujet elle)—souffrir, se souvenir
 - (5) Impératif (deuxième personne du pluriel)-savoir, se taire
- Ecrivez les phrases suivantes en mettant les mots entre parenthèses à la place des mots soulignés. Faites tous les autres changements nécessaires.
 - (1) Parlez-vous français ici? (on)
 - (2) C'est lui qui est parti. (moi)
- 5 (3) Il désire manger quelque chose. (rien)
 - (4) Plusieurs élèves sont absents. (quelques-uns)
 - (5) Il va mettre le livre sur la table. (prendre)
- 3. Remplacez les mots soulignés par des pronoms:
 - (1) Que pensez-vous de ce programme?
- 5 (2) De quel livre avez-vous besoin pour finir l'exercice?
 - (3) "Je vous présenterai à ma soeur, "a dit mon ami.
- 4. Ecrivez la forme correcte du verbe entre parenthèses:
 - (1) De peur que vous ne (s'en aller), nous le ferons maintenant.
 - (2) Lorsqu'il (être) de retour, je vous le dirai.
- (3) S'il avait assez d'argent, il lui (acheter) un chien.
 - (4) Voilà cinq minutes que je (essayer) de faire cela.
 - (5) Attendez que nous (faire) du thé.
- 5. Traduisez en français:
 - Each time that I want you to listen to something good at our house, my neighbours make too much noise. That is easy to understand.
 - How pale you look! You should have gone to bed earlier for we are leaving for Havre at half past seven tomorrow morning.
 - After studying all day we decided to go to the theatre. The play was more interesting than I would have thought.
 - What a lot of work to do in one hour! However the more we do, the more tired we are. I took the letter addressed to her from the desk yesterday.
- 75 5. Each of us had the boy solve a problem. The results were announced in the newspaper last week. Perhaps you didn't notice them there.
 - 6. A month ago on Feb. 11th, my rich uncle, who is a lawyer, sent me fifty dollars for my birthday. I shall thank him for it as soon as I have washed the dishes. What has become of the women on the fifth floor?
 - Before I had time to take off my apron, the proprietor of the hotel asked me what I wanted.
 - Our weather is becoming warmer and warmer. We have heard that there is very little snow in England this winter which pleases those who prefer to travel.
 - How long had the Pasquiers been living there when Lawrence had a sore ear? Lawrence and Désiré met on Mondays. I persuaded them to take my bag and to return my sister's and yours immediately.

6. Traduisez en français:

Several days later my father returned quite gay, saying that we were going to be expropriated by the Western railway in a few days. "What good luck!" he said, "we shall get at least ten thousand francs because I am in a special category since I work at home." The next day Mr. Wasselin came in wearing gloves and carrying a file of legal papers under his arm. The latter had already arranged everything

which was necessary for everyone by founding a tenant's association.

He was a most important man. Désiré, who was two years older than I, was very proud of his father at this time. Our new apartment was to have a dining room, ten metres long by seven metres wide where the children could play. Whatever you may think about it, they will have enough money to buy what they need. How much money did Mr. Wasselin take from Mr. Pasquier? I do not know but unless they receive the money soon, Mrs. Pasquier will have to take in boarders.

 $150 \times 2/3 = 100$

Grade X

GERMAN

March, 1958

A First Book in German

Note: Answer questions 1 - 5 in foolscap; use the spaces provided for Questions 6 - 11.

- 1. Beantworten Sie die Fragen!
- 1) Welchen Tag haben wir nach Freitag?
- 2) Den wievielten haben wir heute?
- 10 3) Wie heisst Ihre Freundin?
 - 4) Wie ist das Wetter heute?
 - 5) Wo ist dein Haar?
 - 2. Deklinieren Sie in der Einzahl und Mehrzahl auf Deutsch!
 - 1) euer Schüler; 2) jenes Papier; 3) sein Blatt;
- 12 4) die Lehrerin; 5) das Blatt; 6) ein Herr.
 - 3. Konjugieren Sie auf Deutsch! (im Präsens)
 - 1) ich bade; 2) ich lasse; 3) ich nehme; 4) ich werde;
- 10 5) ich werfe.
 - 4) Übersetzen Sie bitte ins Deutsche!
 - 1) How do you do! Where is Dr. Karsten to-day?
 - 2) In the afternoon he sometimes went to the country.
 - 3) When does Karl work, if you please?
 - 4) Paul was in his bed-room and was reading.
 - 5) There is a knock. Who opened the door?
 - 6) We lay under the tree and talked.
 - 7) Here it first gets cool; however there it got warm.
 - 8) They remained an hour, then did their schoolwork.
 - 9) You are wearing that hat to-morrow, of course.
 - 10) We handed the potatoes to the boys; they were already cooking and eating the meat.
 - 11) Did you (fam. plur) have anything else in your kitchen?
 - 12) He thanked you very much.
 - 13) You (fam. sing.) went to school after lunch.
- 50 14) They were studying downstairs.

5) Lesen Sie nur! Übersetzen Sie nicht!

Ein König war mit seiner Armee auf dem Marsch in das Land des Feindes (enemy). Niemand wusste (knew) wohin die Armee marschierte. Ein Offizier wollte (wanted) wissen (to know) wohin der Marsch ging. "Darf ich fragen, wohin die Armee marschiert?" sagte er zu dem König. Der König schwieg (was silent). Nach einigen Minuten fragte der Offizier wieder: "Darf ich fragen, wohin die Armee marschiert?" Da sagte der Konig leise (softly) in das Ohr des Offiziers: "Können Sie schweigen?"-"Ich kann sehr gut schweigen," antwortete dieser. Da sagte der König wieder ganz leise in das Ohr des Offiziers: "Ich auch!" Antworteten Sie auf Deutsch!

- 1) Wohin marschierte die Armee? 2) Wer sprach mit dem König?
- 8 3) Was antwortete der König zuerst?
 - 4) Wer kann besser schweigen?
 - 6. Schreiben Sie den bestimmten Artikel, womöglich in Verbindung mit der Praposition!
 - 1) Er kommt nach Lehrer in Zimmer.
 - 2) Er geht ohne Bruder.
 - 3) Er kommt um Haus in Garten.
 4) Er ist hinter Sohne vor Tisch.
- 7. Übersetzen Sie ins Deutsche!
 - 1) I ate _____ 6) You (fam. pl.) were -
 - 7) You (form.) threw -2) He showed ———
 - 3) She called ----8) I slept -
- 4) We took ——— 9) You (fam. sing.) said -10 5) They dug _____ 10) He wrote -
 - 8. Wie sprechen Sie die unterstrichenen Buchstaben aus?
 - a) der Käse
 - b) das Klavier
 - c) das Obst
 - d) der Abend
 - e) der Vogel
 - 9. Übersetzen Sie ins Deutsche!
 - 1) Until far into Sunday
 - 2) to sleep like a log
 - 3) "good and tired"
- 10 4) not until half-past five
 - 5) at night
 - 10. Geben Sie bitte das Gegenteil von!
 - 1) langsam 2) gut 3) rein -4) hell 5) der Herbst —
- 4) hell ----
 - 11. Schreiben Sie auf Deutsch!
 - 1) these (medical) doctors
- 2) of each flower
- 23 3) many a basket
 - 4) after such a letter
 - 5) with which desserts? 6) towards your meadows 7. for our mothers.......

8) according to your aunts	
10) Since her supper (times)	
150	
=75+25 (term mark)) = 100
2	
Grade XI	GERMAN March 1958
	German" — to lesson XVIII
Questions C. D and E are to	be answered on the Examination Sheet
A. Schreiben Sie die Grund	formen von:
1) telephonieren	6) kennen
2) essen	7) wissen
3) schneien	8) bauen
4) tun	9) heissen
10 5) können	10) lesen
B. Schreiben Sie die Haup	
1) Handtuch	6) Pastor
2) Anzug	7) Neffe
3) Gold	8) Hund
4) Kaufman	9) Wald
10 5) Nuss	10) Ufer
	e die richtige Form des Relativpronomens!
1. Dies ist die Bank, auf -	
	er Sand, aus wir mit einigen alten
Brettern deckten, ——	— am Strande lagen. Mutter gestern gestorben ist, bleiben jetzt
	- Mutter gestern gestorben ist, bielben jetzt
zu Hause.	e ich nichts tun kann, besuchen
E Die Lehrenin	sehr krank ist. ich das Buch reichte, war sehr zornig.
	in jenen See fliesst und von
10 ————— Sie so oft ge	•
	che eine gute subordierende Konjunktion!
1. ——— er hier ist, ist	
2. Er bleibt heute zu Hause,	
3. — er sehr alt ist.	
	er zu Bett ging.
5. — wir ein Haus a	aus Sand gebaut hatten, deckten wir es mit
einigen alten Brettern.	
E. Übersetzen Sie die englisc	hen Wörter ins Deutsche!
1. (There are) ——— k	eine Faulpelze in dieser Klasse.
2. (There are) n	icht mehr viele Wölfe in England.
3. (One day) sir	icht mehr viele Wölfe in England. nd die Knaben auf das Land gegangen. du dort gesehen?
4. (Whom) — hast	du dort gesehen?
5. Der Knabe, (whom) -	er sah, ist jetzt nicht hier.
10 6. (Which) — Lehr	
7. Das Buch, (which) -	auf dem Tische lag, war zu gross.
8. (What) ———— Buch	war das?
9. (It) — ist ein so	chöner Anzug; er ist viel schöner als (mine)

F. Schrieben Sie die drei Befehlsformen von:

5 1) essen 4) laufen 2) sein 5) rufen 3. fragen

G. Ubersetzen Sie ins Deutsche.

Ubersetzen Sie ins Deutsche. He wanted her for his wife.

- 2. She is waiting for him to say it.
- 3. He is good-looking.
- 4. He is sorry for her.
- 20 5. I hear him coming.
 - 6. Are you afraid of them?
 - 7. something old.
 - 8. Blue suits her well.
 - 9. He looks surprised.
 - 10. I am very cold.

H. Übersetzen Sie ins Deutsche!

- 1. I prefer peas to potatoes but I like carrots best.
- 2. Oswald, do not prop your elbow on the table.
- 3. Where is the little boy whom you helped yesterday?
- The young girl had her piece of cake in her hand but mine was on a plate.
- 5. The old man had given her the hat but she did not like it.
- He has never been in Berlin but five months ago he was in that small town.
- 7. He asks why she did not give the book to them. What a silly question!
- One morning their young cousin, Paul, had found a lake which he had never seen before (yet)
- 9. To whom did you hand those ordinary stones?
- In summer each German pupil has ten weeks' vacation but the summer holidays never last long enough.
- 11. Tell him, whether she can count from sixteen to fifty-seven.
- 12. While their mother was sleeping the little boys went downstairs into 70 the kitchen.

I. Beantworten Sie auf deutsch die Fragen am Ende dieses Absatzes!

Ein berühmter deutscher Staatsmann hatte einst einen schönen grossen Hund, der so dressiert war dass er jeden Tag zum Fleischer ging und für seinen Herrn das Fleisch holte. Man hängte dem Hunde ein Körbchen an den Hals und legte das Geld in das Körbchen. Dann ging er zum Fleischer, und dieser gab ihm das Fleisch in das Körbchen. Wenn ihm nun ein anderer Hund begegnete, wurde der Hund ängstlich und glaubte, dass jener ihm das Fleisch und die Knochen fressen wollte. Dann bellte er und frass es selber. Wenn ihm aber kein Hund begegnete, dann trug er das Fleisch nach Hause zu seinem Herrn.

- 1. Was konnte dieser Hund tun?
- 2. Warum konnte er dies tun?
- 10 3. Was trug er in dem Korb auf dem Wege zum Fleischer und auf dem Wege nach Hause?
 - 4. Wann brachte er nichts nach Hause?
 - 5. Wo trug der Hund den Korb?

$$\frac{150}{---} = 75 + 25 \text{ (term mark)} = 100$$

11/2 hours

"A First Book in German" and Pünktchen und Anton

COMPOSITION

A. Schreiben Sie die Grundformen von den folgenden Zeitwörtern!

waschen müssen

- schneiden erschrecken
 10 gefallen aufstehen
 brechen bitten
 denken befehlen
- B. Übersetzen Sie ins Deutsche!
 - 1. He had had to drink it.
 - 2. They will want to have it.
 - 3. You ought to stay here.
 - 4. Does he know how to do it?
- 20 5. Do you intend to see him?
 - 6. He claims to have done it.
 - 7. You must not do that?
 - 8. They had heard him crying.
 - 9. Because she will be unable to come, . . .
 - 10. You are supposed to stay here.
- C. Setzen Sie ins Passiv!
 - 1. Die Hunde haben das Fleisch gefressen.
- 10 2. Der Knabe wird uns sehen.
 - 3. Man dankte ihr dafür.
- D. Schreiben Sie auf deutsch!
- 5 (1) 3/8 (2) 9/20 (3) 6/17 (4) 99/1000
- E. Übersetzen Sie ins Deutsche!
 - The older pupils had been in Bielau, that little town that lay on the other side of the river for five and a half hours.
 - On account of the bad weather we had not set out then. Even my brothers who were never afraid of a storm had not wanted to go out.
- 45 3. Without saying a word the farmer went into the inn without helping his wife with the ducks and geese and chickens at the market.
 - Karl is not permitted to go to the movies more than three times a month. Although he is intelligent he does not like to do his lessons.
 - Because the boys' mother had not been able to find time for the trip she had finally let them travel alone, to pay their grandparents a visit.

AUTHORS

- F. Wer hat gesagt? Der Name genügt (ist genug) als Antwort.
 - 1. "Fressen sollst du mich!"
 - 2. "Rühr mal 'n bisschen weiter!"
- 5 3. "Sowas zwei Tage um mich herum und ich sehe weiss Mäuse."
 - 4. "Deine Paar Groschen, dämliche Ziege."
 - 5. ".... dann trinken Sie den Lebertran und zwar mit der Flasche."
- G. Von wem spricht man? Der Name genügt als Antwort.
 - 1. "Lange hält er dieses Leben nicht mehr aus."
 - 2. "Weiss er denn nicht, dass deine Mutter krank ist?"
- 5 3. "Ist sie nicht erstklassig?"

- 4. "Ob sie denn schon schläft, die kleine Krabbe?"
- 5. "Zerreisst du ihn jetzt in der Luft?"
- H. Beantworten Sie folgende Fragen auf deutsch mit einem ganzen Satz!
 - 1. Warum schüttet Anton Mehl und Wasser in das Rührei?
 - 2. Warum ist Anton immer sehr müde?
 - 3. Was soll Pünktchen mit etwas Zwirn machen?
- 30 4. Warum ist Fräulein Andacht ins Lokal Sommerlatte gegangen, während Pünktchen Anton besuchte?
 - 5. Warum konnte Anton nicht sofort einschlafen, wenn er zu Bett ging?
 - 6. Welche Lichter sieht man abends in Berlin? (vier Lichter)
- I. Übersetzen Sie ins Deutsche.

The child had a bad governess who thought only of her friend, Robert, and of the money he wanted. She had drawn a house plan

20 which she had to give to Robert. Did he want to build a new house? Fräulein Andacht was willing to do everything that he wished because she was so happy to have a fiancé at last.

150 ___ = 75 + 25 (term mark) = 100

Grade XI SPANISH

March, 1958

- 1. Contéstense en español con frases completas:
 - (a) ¿ Cuáles son las estaciones del año?
 - (b) ¿ A cuántos estamos hoy?
 - (c) ¿ Qué día es pasado mañana?
 - (d) ¿ Cuándo cae la fiesta nacional de Canadá?
 - (e) ¿ A qué hora comienza su examen de español?
- 24 (f) ¿ A qué hora ermina su clase de ingles?
 - (g) ¿ Qué idioma se habla en el Brasil?
 - (h) ¿ De qué país es capital Buenos Aires?
 - (i) ¿ Dónde está el lago Titicaca?
 - (j) ¿ De qué país es Puero Rico una posesión?
 - (k) ¿ Cuántos días tiene este año?
 - (1) ¿ Cuáles son los días de la semana?
- 2. Escríbanse en español:
 - 3 (a) Los meses del año.
 - 3 (b) 1957; 452; 2,638.
- 3. Tradúzcanse en español:
 - (a) I said.

(k) They see.

(b) He put.

(1) I know.

(c) We came.

- (m) He fell.
- (d) I am going out.
- (n) We do hear.

(e) They do go.

(o) They knew.

(f) I was.

- (p) Have you spoken?
- (g) They wrote.
- (q) Open the door.
- (h) We are eating.
- (r) Do not write to her.

20 (i) She went.

(s) We have put.

(j) We wanted.

- (t) Have they heard?
- 4. Escribanse en español:
 - 5 (a) El participio pasado de—ver, decir, comprender, hacer, romper.

- 5 (b) el contrario de cerrado, delante de, ir, mal, sin,
- 5 (c) un sinónimo de maestro, regresar, desear, luego, celebre.

5. Complétense las oraciones signuientes:

- ---van al teatro. (a) Vuestro amigo y (hers) -
- (b) Aquellos jugetes son (yours) ----
- (c) Escribamos (to him). (d) (My) libros están en casa.
- - (g) Sus primos y (Philip's) nos visitan.
 (h) . Hable (to them) Ud. en español!
 - (i) Our; ———— clase de español es interesante?
 - (j) Su amigo tiene su revista y (mine) -----

6. Traduzcanse en espanol:

- (a) Let us take those notebooks and open them.
- (b) These girls are our friends. We are seated in front of them.
- (c) Copy the grammar rules and the words and learn them by heart.
- (d) Her grandfather was seated near the bed. He certainly was tired.
- (e) I have a cold and a headache. Are you sick also? No, but I am very tired because I have studied all afternoon.
- 44 (f) Upon arriving at Charles' house we went up to his room immediately.
 - (g) His cousin is a doctor. He wants to be a lawyer.
 - (h) My brother and I have visited several stores on that street.
 - (i) What colour are your eyes? I have blue eyes.
 - (i) It is dinnertime and everybody is in the dining room. Where is your place?

7. El Tesoro Escondido

Contéstense con frases completas:

Hace muchos años que vivía en un pueblecito de España un hombre muy perezoso. Como nunca trabajaba, siempre estaba triste. Un día se durmió v soñó que una voz le decía: «En este campo hay un tesoro».

El hombre se levantó y empezó a cavar el campo. Al fin encontró una piedra que tenía una inscripción en griego. Como no sabía el griego, decidió ir a Madrid con la piedra. Antes de irse, plantó algunas legumbres en el campo para aprovechar la tierra cavada.

Llegó a Madrid y fué a la casa de un sabio, quien le explicó la inscripción, que decio: El trabajo es el mayor tesoro del mundo».

El hombre perezoso volvió a su pueblo. Vió que las legumbres empezaban a crecer en el campo. Eso le gustó mucho. Decidió trabajar, y planté otras muchas cosas. Pronto llegó a ser muy rico y muy feliz. Contéstense con frases completas:

- (a) ¿ Por qué estaba triste el hombre perezoso?
- (b) ¿ Qué soñó el hombre?
- (c) ¿ Qué hizo después de soñar?
- (d) ¿ Por qué no pudo leer las palabras escritas en la piedra?
- 16 (e) ¿ Que significó la inscripción?
 - (f) ¿ Quién explicó la inscripción al hombre?
 - (g) ¿ Qué hizo et hombre al volver a su pueblo?
 - (h) ¿ Dónde vivia el sabio?

I Contéstese en español:

- Cuáles son cuatro palabras que serían muy útiles para escribir un cuento de hadas?
- ¿ Adonde se puede ir caundo hace mucho calor en el verano? (dos sitios)

20 3) ¿ Qué es una verbena?

- 4) ¿ Cómo se llama la fiesta que se celebra el día del patrón?
- 5) ¿ Por qué es famoso Xochimilco?
- 6) Nombre Vd. dos maneras de divertirse durante las vacaciones.
- 7) ¿ Cuál es la diferencia entre "pez" y "pescado"?
- 8) ¿ En qué ciudad funcionó la primera imprenta del Nuevo Mundo?
 ¿ Que quiere decir la palabra "imprenta"?
- 9) Cuando hay un príncipe guapo y una princesa hermosa en un
- cuento, ¿ qué pasa generalmente al final?
- 10) Si Vd. quiere enviar una carta, ¿ qué hay que poner en el sobre?

II Verbos:

- 5 a) Escribase el imperativo al singular de:
- moris, coger, enamorarse, reir, divertirse.
- 15 5 b) Escribase el participio pasado de: ir, ser, ver, cubrir, escribir.
 - 5 c) Escríbase el pretérito (con él) de: vestirse, dormir, contar, hacer, ir

III Tradúzcase el español:

- 1) He was suffering
- 2) Don't forget!
- 3) Let's hope.
- 10 4) She got angry.
 - 5) Would you know (be acquainted with)?
 - 6) I have just eaten.
 - 7) I married him.
 - 8) Have you bathed?
 - 9) I catch.
 - 10) They used to fish.

IV Substitúyanse las palabras subrayadas con pronombres:

- 1) ¿ Enviará Vd. la carta a sus tíos mañana?
- 2) El tener parientes ricos es muy útil.
- 3) ¿ Quiere Vd. decirme la verdad?
- 10 4) Voy a dar una perla a mi esposa
 - 4) voy a dar una peria a mi esposi
 - 5) No escuche Vd. sus palabras.
 - 6) No hable Vd. de su mala fortuna.
 - 7) ¿ Qué tienen los niños para su abuelito?
 - 8) Den Vds. los cuadernos al maestro.

V Tradúzcase al español:

- 1) We do it in the same way.
- 2) I am very sorry.
- 3) She is setting the table.
- 15 4) Who took those pictures.
- 9) Thank you, the same to you.
- 10) She approached them.
- 11) Let me see.
- 12) He is taking a business trip.

Perfect Your FRENCH



. . in this natural French setting

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- 5) In spite of it.
- 7) We had a very good time.
- 8) Merry Christmas!
- 13) Good day, my friend.
- 14.) It can't be helped.
- 15) Let's take a walk.

VI Tradúzcase al español:

- 8 1) Her father died and that was very sad; but the good thing (about it) was that now the poor girl was able to marry at last.
- 8 2) Did you enjoy the Spanish class today?—No, not much; I know I must try to understand Spanish, but I don't like languages.
- 30 3 3) That boy scout is a good student at St. Thomas' school.
 - 4 4) These gifts are more expensive than the others, but they aren't as pretty.
 - 7 5) He ordered a cup of coffee and was reading the newspaper when the waitress served it to him.

VII Escribanse una composición de unas 70 — 80 palabras sobre UNA de los los temas siguientes:

- Un asesino explica cómo ha evadido la justicia (Escríba en la primera persona del singular)
- 2) Algunas fiestas españolas.
- 3) Las vacaciones.

150

110 + 40 (questions based on Authors text)= $\frac{-75+25}{2}$ (term mark)=100

BOOK REVIEWS

Directed by Mr. Morgan Kenney, 188 Graham St. S., Hamilton, Ont. Learning Modern Languages by F. M. Hodgson, British Book Service,

Toronto, 1955, 100 pages \$1.80.

Why do students make the same mistakes year after year? How are we to account for the confusion and lack of interest of the later stages of language learning?

In this brief and closely reasoned inquiry Mrs. Hodgson examines some of the explanations advanced. She rejects the argument that some of the pupils are "non-linguistic". The fact that they have attained some competence in the use of their native language is cited as evidence that they are not incapable of learning a foreign language. She concedes that learning a second language is not accomplished under the same conditions as those which hold for the native tongue and that the native language will cause

difficulties in the process of learning the foreign language.

Some blame the direct method and seem to "imply inefficiency on the part of the teacher and inaccuracy and lack of effort on the part of the taught, the inaccuracy being due to ignorance of 'grammar'. There are others who are prepared to make some concession to what they feel vaguely to be a modern view and who declare that they 'use the direct method' in the first year but are then compelled by the requirements of the public (i.e. external) examination to 'get down to work', the implication being that what was being done in the first year was not really work and that grammar and translation alone are work. Again it is not clear what this use of the direct method represents in fact, but the impression given is that it is something very easy which the children quite enjoy but which must give way to the serious business of language learning." (p. 7)

Another argument is the "since the time available is limited, and since, as we said earlier, it is impossible to reproduce the situation in which the mother-tongue is learnt, no direct approach to the language as such rather than as a series of grammatical concepts is possible. Consequently they take what seems to them to be the only alternative, the approach through grammar and translation, and they find, as is inevitable, that while some of their pupils do quite well in these fields, there are many whose achieve-

ment they recognize to be quite unsatisfactory." (p. 8)

Mrs. Hodgson maintains most persuasively that the fault lies in a tendency to underestimate the problems of an English speaking child when faced with the difficulties of relatively highly inflected languages. The child cannot and should not be expected to rid himself of linguistic habits which he has been acquiring almost since birth. The teacher must recognize that the early stages of forming entirely new linguistic habits must be slow and that the necessarily firm foundation on which the pupil will be able to build is established only as the result of much patient and repetitive work on the part of the teacher.

How can this be done? "The slow process of trial and error which was inevitable in the learning of his native language can largely be eliminated by careful selection and grading of the material to be mastered, by moving from the simple to the more complex step by step, from what is immediately related to the child's needs to what he will require later on, by ensuring that he meets the forms and structures of everyday experience over and over

again in meaningful situations, either in the classroom itself, in pictures, or in pieces of writing. Only so can he make them his own, and only when he has done so can grammatical analysis have more than verbal significance for him. With all the help we can give him, however, it is he who must acquire the new linguistic habits and this can only be done by constant practice, not in making statements about language, but in using it meaningfully. When he has learnt to do so, grammatical analysis may have its place and be an interesting and valuable study in its own right." (pp 11-12)

The author is aware of the revolutionary implications and consequences of her new approach: "There is no doubt that such an approach to the problem demands much more awareness on the part of the teacher than is required in working through the grammar and exercises in the course-book. It demands an understanding of the nature of language and careful examination of what really needs to be mastered in the first five years and what can be discarded. It demands imaginative planning, reconsideration of the order in which the various linguistic elements are presented, readiness to accept the evidence the children offer and to view the mistakes they make as a sign, not of their stupidity, but of difficulties to be recognised and overcome at their speed." (p. 12)

In the light of the point of view stated in chapter one Mrs. Hodgson proceeds in the later chapters to examine the validity and timing of oral work, written work, grammar, translation, free composition, dictation and reading. She gives ample illustrations from her wide experience, as a British teacher, tutor and lecturer, of errors committed by students with an

analysis of the reasons for those errors.

One of the most valuable sections of the book is Chapter Five, "Suggestions for a Change of Perspective" in which she gives sample lessons, some involving more than one day's work, with a careful analysis of the methods and materials of presentation and the purposes of each. Attention is given to the three fundamental parts of language learning: speaking, writing and reading. None of these lessons involves the presentation of a grammatical analysis but each contributes to the pupil's mastery of one or more aspects of the language.

Here is a brief illustration by the reviewer of the teaching of grammar by "grammar frames" that is, without the use of conventional grammatical

terminology in English or the foreign language.

The lesson calls for an explanation of the German phenomenon of different cases for the same preposition:

TEACHER: Ich bin in der Klasse. Wo bin ich?

STUDENT: Sie sind in der Klasse.

TEACHER: Wo sind Sie?

STUDENT: Ich bin in der Klasse.

TEACHER: Pointing to another student: Wo ist er?

STUDENT: Er ist in der Klasse.

The drill is repeated by using other nouns such as "Zimmer", "Garten", in order to exemplify the different genders until the principle is well established, namely, that prepositions in German require the dative when the verb expresses rest or action not directed towards something or somebody. Note, however, that this principle is never formulated in terms of grammar.

The lesson continues in similar fashion with a "frame" leading to the

student's understanding of the second principle involved, namely, that prepositions govern the accusative when the verb expresses motion directed towards somebody or something.

This is a challenging and disturbing book, especially to the academically trained teacher. It obviously deserves the serious consideration of every language teacher.

M. Sniderman, Lorne Park S. S.

Le Français tel qu'on le parle, Billaudeau, Eugène; Oxford University Press, Toronto. \$3.50.

A discussion of this book would comprise a long list of superlatives. It is so all-encompassing and informative that it would be impossible to review it thoroughly. Procure a copy for yourself immediately. "Voir c'est croire."

On opening this book we are informed: "Ce livre contient: les mots et expressions employés dans la langue courante | des informations sur l'organisation des services publics en France | des dialogues | des anesdotes | des locutions familières et populaires | un chapitre intitulé Le Français Amusant contenant des jeux de mots et des devinettes | vingt-deux chansons (paroles et musique) | un vocabulaire français-anglais."

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The book contains basic explanatory facts as well as exhaustive vocabulary on every imaginable subject.

Le Français tel qu'on le parle is a must, especially if you are one who believes that every teacher should have a copy of Grévisse and Harrap's Standard Dictionary. It is worthy of a place beside these giants.

French—For First Examinations, Hermus and Lester; Macmillan, Toronto. \$1.35.

If you have "fast-learners" in fifth form and would like excellent material to further their development, you will find it in this book. Although prepared for English students, it fits into our programme beautifully.

Part I, Comprehensive tests, contains twenty-eight passages (most of them adapted from well-known authors) for testing aural comprehension. The editor also includes interesting suggestions for the presentation of this material. Each of the passages would serve excellently as sight for examinations.

Part II, Passages for Translation, provides twenty-four full-page adaptions for translation from French into English. These, too, are excellent as sight material for examinations.

Part III, Exercises and Composition, comprises twenty-one sections containing fifty continuous proses. Each section has an introductory study of vocabulary and idioms required.

Part IV, Free Composition, challenges the imagination of the teacher. The method suggested is thoroughly expounded, but unfortunately it would constitute a complete course in itself. But what a rewarding course!

Part V, Poems for Translation, is another fine source of sight material. Part VI, Dictation, offers seventeen passages for dictation—or sight.

Part VII is an outline of grammar—a brief review of all salient points taught in our five-year course. This section is completed by an extremely full list of principal parts of irregular verbs.

The passages contained in this book capture the desired difficulty without passing into too advanced work. We can certainly enrich our course by making use of some of the material, and as already emphasized, it is a fine source of sight material.

GRAMMARS

Leçons Elémentaires de Français, Dale and Dale; Copp Clark

"The aim of Leçons Elémentaires de Français is to present simply and clearly the content of a first year course in French and to give students a rich, varied, and vital language experience."

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Pronunciation is introduced gradually, each lesson presenting a study of some feature. Emphasis is placed on conversational work and the vocabulary introduced has been checked with basic high-frequency lists.

This book offers a rich selection of factual material in English about France and French life. Photographs help to increase the interest in these passages.

Teachers will find many excellent ideas and a wide variety of material in this text.

As a point of interest, Leçons Elémentaires has been authorized for use in Nova Scotia.

READERS

L'Arche de Noé, Young, Gale; Macmillan, Toronto. \$.95.

Written for young children, this book is full of delights to attract attention and stir the imagination. Drawings, humour, songs and adventure are the magic ingredients.

Its appeal will be limited to Grade IX students, or older "innocents".

GERMAN

READERS

F192 hat Verspätung, Orton, Eric; Clarke, Irwin; Toronto. \$.90.

This is an exciting, suspenseful detective story that avoids the pitfalls of contrived and over-simplified authors texts.

The language is direct, forceful and fast-moving. The vocabulary is exciting in itself and opens doors to many interesting vistas.

The teachers will enjoy working with the language of this text. The students will enjoy both story and language. Notes, questions and vocabulary are included.

Highly recommended for Grade XII intensive reading.

REFERENCE

Kleiner Wortschatz, Méras and Miller; Clarke, Irwin; Toronto. \$.40.

"A list of over two thousand German words arranged in logical groups for sentence building."

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This list could be used in class to aid vocabulary building, or in the final year to solidify vocabulary already studied and to introduce words for areas not touched.

The words are all common and, grouped as they are, they paint interesting thought pictures. Plurals of nouns are not given.

An Anthology of German Poetry 1730-1830 by Jethro Bithell. Methuen & Co. (British Book Service, Toronto).

For the past sixteen years Mr. Bithell has been making anthologies, working his way backward: the first book covered the period from 1880 to 1940; the second, from 1830 to 1880; and finally the present volume from 1730 to 130.

The introductions are getting longer and longer from volume to volume until in the last one the poems take up hardly more than half the book. As they grow longer, they grow more discursive and even chatty, picking up casual items of biographical interest and other information.

The selection of the poems is conventional and, as in the other two anthologies, Mr. Bithell prefers to include the minor poets even if he can give them only a page or two, thus the 200 pp. of text he assigns to the three main poets (Gæthe, Schiller, Heine) 70 pp., leaving 130 pp. to 38 minor poets.

The book is primarily intended for the secondary schools in England and it is conceivable that a place could also be found for it in Canadian schools because there are enough poems from which to make suitable selections for several purposes.

—R. K. A.

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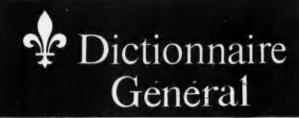
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